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ABSTRACT

A subgroup of the European Training Foundation's Advisory Forum held a roundtable discussion on vocational education and training (VET) against social exclusion. Representatives of the European Union (EU), all Central and Eastern European countries, and Kyrgystan focused on the following four topics: concepts and terminology related to social exclusion and job skills; specificity and conditions of partner countries regarding social exclusion; methodological approaches and strategies of intervention; and recommendations to the advisory forum. The roundtable reached four main conclusions: (1) school leavers without vocational qualification risk social exclusion; (2) action to reduce the problem should focus on prevention and should target specific approaches and specific continuing training for young adults without qualifications; (3) although the problem and solutions differ in each country, it is helpful to have access to EU member states' information and exchange of information; and (4) the first steps toward appropriate solutions should be development of national concepts for using VET to combat social exclusion. (Appendixes constituting approximately 60% percent of this document contain the following: questionnaire; the case of Kyrgyzstan as an example of social exclusion in the New Independent States; the case of Flanders as an example of social exclusion in the European Union; and statistical data.) (MN)

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Advisory Forum
Subgroup A

TRAINING AGAINST SOCIAL EXCLUSION

Final Report

September 1999

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1. CONCEPTS AND TERMINOLOGY

The following section defines some of the terms and concepts used in the Debate concerning Social Exclusion in Europe, with the understanding that a common conceptual framework is needed to facilitate the discussion in the Advisory Forum Subgroup, but without the intention of establishing unquestionable closed definitions.

Social exclusion: The conditions and process whereby an individual, a group, groups or a part of the population are denied access to benefits or beneficial circumstances[1].

Social disadvantage: The socially disadvantaged are those who are socially excluded whether because of poor education, poverty, or membership of certain specific groups.

Social insecurity: People or groups are socially insecure if they are excluded or marginalised. They have difficulty in obtaining access to social goods such as education, employment, status, and adequate flow of income. The unemployed, the elderly, the poorly educated, and members of religious or ethnic minorities *are often* socially insecure.

Social protection: The system of social arrangements and policies which are intended to meet social needs, particularly by means of state welfare systems.

Education: The system of enabling people to learn the knowledge, skills and behaviours they need to develop and fulfil their potential in society.[2] In that sense it is closely related with one of the definitions for the term General Education, understood as the Education which aims to equip people with a broad range of knowledge and skills, usually to enable them to meet their responsibilities as citizens and to enable them to function in their society.

Drop Out rates: It is the percentage of people who start an activity who do not complete it.

Core skills: The skills needed to remain employable, whatever one's occupation. (See the Advisory Forum report from 1998).

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1 Most of the following terms are taken from the ETF Glossary of Labour Market Terms and Standards and Curriculum Development Terms, ETF, Torino, 1997. When other sources are considered, they will be mentioned the first time they are used, in these notes.

2 This definition is one of the six included in the ETF Glossary. It has been chosen for this occasion due to its relationship with social inclusion and the conditions to access to social standards of life.

Children (or youth) at risk: From the educational point of view[3], children and youth who are in danger of failing at school, in their social life, or in not making a successful transition to work. Educational, social and vocational failure is predictable to some extent by a range of factors (*risk factors*). Thus the term 'at risk' refers in a general sense to children and youth from disadvantaged backgrounds.[4]

Risk factors: Conditions which become problematic only in conjunction with adverse events and include poverty, ethnic minority status, broken family situation, language, type of school, geography, community etc., and act in a cumulative, multiplicative way ('two factors predict a four-fold, while four factors predict a ten-fold likelihood of failure").

Poverty: In a purely material sense, it is a shortage of the goods and services needed to enable someone physically to lead a dignified life. In a broader sense it is considered that deprivation points to the absence of one or more certainties (particularly the certainty of work or employment) which enable people to take up their professional, family or social responsibilities and to exercise their rights. Deprivation can lead to poverty: (i) if it is situated in several fields (low level of income, problems in education, housing, health care, etc.), (ii) if deprivation manifests itself over an extensive period and (iii) if the chances of finding solutions to the current problems independently in the short run is small.

Poverty threshold: Measurement of poverty is mostly based on income distribution data. Poverty threshold is thus defined as 50% of the median net disposable income (or consumption) per consumption unit in every country (households' incomes being corrected for family size by dividing them through the corresponding number of consumption units). Therefore these thresholds are supposed to vary with family size, but also with the average living standard in a country (taking into account that poverty has to be determined in relation to the norms that are generally accepted in that country).

It is important to remark that not all the poor people are marginalised or socially excluded. As a fact, some poor do not access certain benefits, but there is not any objective reason for not doing so, and vice versa: some cases of exclusion do refer to physical, psychological, social, ethnic, cultural, religious or political reasons – but not with the level of income. Notwithstanding it is extremely difficult to establish an arithmetic boundary between poverty and social exclusion.[5]

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3 This term is also very familiar in Child Care systems, but with a slight different meaning since it refers to children to be protected by the Public Administration, often under a Judicial decision, due to the fact they are threatened of Abuse, Neglect or Maltreatment.

4 Taken from Nicaise, I (ed): Success for All. Promoting access of socially excluded children to basic skills. Interim report. Research project in the context of the Socrates Programme (EC, DG XXIII), October 1997.

5 Dictámen del Comité Económico y Social sobre el tema "El coste de la pobreza y de la exclusión social en Europa"(Report of the Economic and Social Council on "The cost of poverty and social exclusion in Europe"), ECOJ 14-9-98, (98/C 284/07).

It should also be remembered that the 'Social exclusion' concept is relative. "Social exclusion" always occurs in a certain environment, and therefore it is related to the distance (gap) between the conditions of an individual or group and those prevailing in the environment as a whole, rather than the absolute characteristics of the exclusion itself.

It is also important to highlight the dynamic nature of Social Exclusion. The cumulative and multiplicative characteristics of risk factors imply the fact that they can start to appear and after a period, the situation of an individual or group of individuals becomes as social excluded. In that sense, Social Exclusion can be understood as a process that starts with a lower intensity of these factors and it deteriorates as these increase their influence.

Finally, it is extremely important to distinguish between social exclusion situation and the risk of becoming social excluded, as described above. This highlights the importance of preventative action to try to reduce the number of risk factors and their intensity. Ex – post approaches, on the contrary, will lead to the inclusion of people who have already become in a (multiproblematic) situation what can be described as socially excluded

2. SPECIFICITY AND CONDITIONS OF THE PARTNER COUNTRIES REGARDING SOCIAL EXCLUSION

The ETF Round Table on "vocational education and training against Social Exclusion", held in Bohinj (Slovenia) the 4th to 6th October 1998 with participants from all Central and Eastern European countries plus Kyrgyzstan arrived at four main conclusions:

(i) School leavers without vocational qualification risk social exclusion

(ii) Action to reduce the problem should focus on prevention, target group specific approaches, and specific continuing training for young adults without qualifications

(iii) Although the problem, and subsequent solutions, are different in each country it helpful to have access to EU Member States' information and exchange of information, and

(iv) First steps towards appropriate solutions should be the development of national concepts for using vocational education and training as an instrument to combat social exclusion.

Social exclusion in the CEECs and NIS

There is a consensus in concluding that one of the perverse effects of the process started in the Central and Eastern European Countries and in the New Independent States is the important increase of the risk factors:

- The actual increase in the number of socially excluded people and
- The gap between the income levels of those who have succeed in the new environment and with the new 'rules of the game' and those who have not.

Aside, there are unquestionable other positive outcomes of the transition process, such as Development of Democratic Political Systems, the Rule of Law, the observance of fundamental Human Rights and the Openness to the World.

The breakdown of the previous system made it clear that there were previously several problems connected with social exclusion risk factors which were not sufficiently known and of which (National and International) public opinion was not aware. The relationship between Majority and Minority Ethnic Communities inside the different systems, could be an example of it. However, part of the coherence, which existed between several policies in the former regime, was lost with the changes. For instance, between the vocational education and training and the production systems, reflected in the fact that there was no unemployment and that the training needs analysis was provided by the enterprises, following the medium and long-term planning. And it has not always been replaced by a new rationality between the new principles and structures. Therefore, some problems that were not appearing before are now in the headline of the political agenda –with no tradition in finding solutions for them.

Target groups (disadvantaged)

Social exclusion does not affect the same way the same groups of the population in the different countries. Several factors from economic, political and cultural specificity to the capacity to respond to the identified problems might focus the attention on different groups. Notwithstanding, for the partner countries several groups have been identified:

- Women and girls (although sometimes with a higher educational level, they form a high percentage of the unemployed in all countries),
- People from remote rural areas: difficulties to access to the vocational education and training system, and lack of employment opportunities. Rural-urban migration forces school-leavers to adapt to urban style. This is different to the education they have had. Sometimes early school leaving is related to the need of employing young members of the families in the familiar farms. In some cases, these situations imply child labour in the informal sector.

- Abandoned young and disabled people, (abandoned young in many cases are actually abandoned upon the Soviet tradition that the State could better educate the children than the family in some poor conditions; the capacity to compensate these deficits by the State is not anymore giving a response to these cases; institutional responses given to abandoned young and disabled children – "internat" and special schooling- might cover the most basic needs of this children but they do not seem to provide them with the necessary social and professional skills to make them independent when they leave the institution). In some countries, disabled students have been integrated in the general education but there is still the need of developing new adapted curricula in the vocational schools.
- Ethnic minorities,
- Migrants, refugees, war victims and children suffering effects of war;
- Young offenders.

When several features are added, the risk increases: women after 30 years of age find higher obstacles to return to the labour market, for instance.

Although the problem of lack of statistical information crossing the available data among the different risk factors (unemployment and early school leavers, for instance), the experience of countries like Poland (with an advanced stage of transition) show that unemployment decreases among the young people since 1995, in absolute figures, but in comparison with other age groups, the importance of young workers unemployment is still high. Nevertheless, the higher the educational level, the lower the unemployment rate.

Another target group is to be found in regions suffering intensive restructuring and privatisation processes of heavy industry – particularly in mono-industrial areas. When one of these Soviet-style large companies collapses, the number of the unemployed can easily reach the amount of 30 to 40% of the active population. Similarly, the transition to a market economy is also having an impact in regions where agriculture was the main activity: increases in the unemployment figures up to 25% of the active population

In some EU regions, intensive restructuring of large mono industrial activity, also risks social exclusion. The main difference with the NIS and CEECs is on the fact that there is a wider welfare policy in the first that reduces the extend of this impact. Differences, notwithstanding, are more related with the dimension of the problem than to its own characteristics. Previous provision of social measures by these former large companies in the former regime is an additional factor for increasing social exclusion in the transition countries, because not always the new States are capable to substitute these measures (housing, heating, medical assistance, *kindergarden*,...) from the public service provision.

Partnership and networking

One of the successful prevention strategies to tackle social exclusion is the autonomy of the School Management, under certain circumstances, to be able to organise the School and its relationship with its environment and community –where the students come from- in an pro-active, innovative and dynamic style. To perform like that it is needed:

- A certain degree of decentralisation (or at least, de-concentration) of the system, allowing a margin of decision-making at school level rather than simply following the rules, procedures and budget lines provided by the Administrative Central Bodies.
- Networking Skills and experience in the Community Agencies to work, at local level, in partnership with other related agents, in order to develop better adapted, integrated and comprehensive approaches to face the multiproblematic situations of individuals or groups of individuals living in the Community under difficult situations.
- A strong civil society, self-organised in non-profit making, public-interest, non-governmental organisations with a double role of providing services to the needy population and building bridges with the Public Administration and Services for democratic participation of citizens and vindication of solutions to their social and economic problems.
- Available funding mechanisms to support complementary projects aimed at solving a specific situation not completely adapted to the overall approach for the standard needs of the population.

To know to which extent the partner countries are rapidly developing new models of relationship between local actors, following partnership, networking and public-private co-operation approaches is crucial to assess the possibilities of adapting the EU best practice and know-how, in their own context. The role and nature of NGOs is particularly important in that sense: one of the new approaches in the employment policies in the EU and its Member States is aiming at exploring and promoting the employment potential of local job creation initiatives (*new sources of employment*) intended to respond to needs for which neither the market nor the public sector currently appear able to make adequate provision, with an emphasis on financing innovative pilot projects in the areas of social and neighbourhood services, the environment and the arts.

This implies a joint effort to tackle two problems with the same resources, since it allows the use of funds for promoting employment to be dedicated to satisfy non-covered (by the Social Protection system or through the Market) social needs. Third Sector (different from the Public Administration and the Market) is thus defined by its autonomy from the Governmental Organisation, although it works on public interest issues, and different from the Private Business Sector, since it does not seek a profit in the provision of its services. The fact that Personal Services -to satisfy non-covered social needs- are intensive in labour force, in contexts where there are, at the same time, increased unemployment rates, non-covered social needs and financial

constraints to maintain social policy, make this type of approaches particularly interesting and necessary to find imaginative solutions to the problems connected with Social Exclusion.

This approach is particularly important, at the light of several political recommendations for the vocational education and training reform systems in the transition countries, made by some international agencies, which stress the importance of adopting a demand-driven strategy (vocational education and training system must follow the needs from the labour market).

Demand-driven approaches are considered necessary but not sufficient – particularly to tackle with the social exclusion problems, from the school system side.

On one side, it appears clear that involvement of employers is necessary for financially sustaining the vocational education and training system and for enabling participation of school leavers into the labour market. Enormous public budget cuts constrain the vocational education and training systems, particularly in a moment when reforms are being implemented and investment is needed. Therefore, most of the countries are looking to self-sustainability by adding to the public funding the private participation in the costs of vocational education and training – both from the employers side and from the students' fees payment (which in some cases reinforces the social exclusion risk factors for the students coming from poorest families, forced to leave the educational system before and to enter the labour market with low professional skills).

In Hungary 1,5% of the turnover of companies are required by law to be invested in vocational education and training. Other countries are agreeing with international investors dual-system approaches. Other options in what concerns financing are presented, such as the decision of Uzbekistan to concentrate 80% on the educational investment, till the year 2000- to vocational education and training, and only 20% to the Higher Education.

On the other side, it is remarked that the employers' interests are not necessarily the interests of the society as a whole, and many often they have not the strategic view that the vocational education and training system must adopt. Strategies such as equal opportunities and treatment need to be taken care of as public interest. The weight of the grey economy makes it difficult, in many cases, to identify and therefore respond the needs of this side of the economy.

In any case, the need to seek funding from other actors different from the State introduces a new role of stakeholders in the vocational education and training system to employers, NGOs and other private-status actors. It is also stressed that although economies in transition must follow this self-sustainable strategy, this is not necessarily following an accession-driven approach since vocational education and training inside the EU usually is not self-sustainable at all (figures of 80% of public funding for the vocational education and training systems were discussed in the Subgroup).

Changes in the Labour Market

The continuously changing economic and technological environment is one of the features of today, - in an increased globalised world, with fast effects everywhere of causes out of the control of an individual country. This trend, which also affects the EU countries, has had a sound impact in the societies exposed to transition process, in what concerns to its economic and social structures.

Before 1989:

(a) Around 99% of the work force were directly hired by the State.

(b) Industrial sector employed around 40% of the labour force

(c) Public-owned companies were large, with stable staff and easily predictable training needs

(d) There was no unemployment

(e) Labour mobility was reduced

(f) Salary scales were very narrow

During the transition:

1) Competition and new technologies increase the pace of change

2) Lower percentage of the population works in State-owned companies

3) Industrial employment is being reduced

4) Employment is more and more transferred to SMEs

5) New entrepreneurs seek more flexible, polyvalent and fast-learning personnel

6) Unemployment is growing everywhere

7) Every time more a more, salaries are conditioned to labour market forces. They reflect differences in the productivity, and as a result a salary-based social dualisation.

8) Individuals are now responsible for seeking a job

9) Workers seek to change in the working environment and have produced a demand for retraining to enable mobility. Retraining changes the previous training principle of "once forever" by the "lifelong training".

In that sense, training provision cannot be easily adapted to the present needs and often an increasing number of trainees either leave the school without any qualification or with a less-useful one, not always evolved to the actual needs. Although most of the partner countries are involved in Reforms concerning their educational system and vocational education and training, financial constraints and the resistance in some individuals inside the system make it difficult to use training, to its maximal capacity, for preventing social exclusion problems and avoiding unemployment.

Market economy changes also the relationship between Employers and Schools. Training needs and educational provision cannot anymore be deducted from Five-year planning but identified through new forecasting mechanisms and methodologies, such as those developed by the Observatories. On one side, some students are trained in skills not anymore required by the companies, and at the same time many firms are reducing their number of employees. Taking into account this difficulty and also in order to prevent the consequences of early school leaving, some countries are trying to provide all the school leavers with basic vocational core skills, useful in different branches of the economy.

It has to be stressed that Training Provision in the EU is an integral part of a wider system of social protection. In order to be effective for preventing social exclusion and combating unemployment, this system includes other strategies from outside the educational system. Training needs to be linked with Employment, Social Work, Health, Housing, and other policies and agree joint intervention to tackle the complexity of the situation and the provision of social resources. To this respect, it is important to follow the recommendations included in the Final Report of Subgroup B (Training and Retraining in Regions). The effectiveness of Training increases when it is properly situated in a wider framework of these other policies at Regional level. This applies not only for matching the requirements from the Labour Market but to prevent and combat the problems which can derive to social exclusion situations.

Another distinguishing factor is the existence of channels and experience in Tripartite Social Dialogue, aiming at achieving a wider consensus in the policy formulation and implementation affecting labour market and social policy. Minimum Guaranteed Income programmes, size and modalities of training provision, and regulatory framework for social protection, for example, are issues commonly discussed and agreed under these Social dialogue schemes. Tripartite solutions, nevertheless, are promoted in the EU not only at top National level but at regional and local levels as well. This requires, strong, well-organised and representative employers and trade union organisations, capable not only to negotiate with the government but with the Community Agencies and Actors on the fields where policy measures are to be implemented.

3. METHODOLOGICAL APPROACHES AND STRATEGIES OF INTERVENTION

Like all the regions in the world, a continuously changing economic and technological environment challenges the EU. Adapting to changes implies, among other measures, a need for new productive roles of individuals. Young people who are not prepared for those changes are particularly at risk of being excluded in the future. Hence, preventing and combating unemployment requires active measures both in the labour markets and the institutions in charge of preparing the future work force, i.e. educational institutions.

3.1. Inside the educational system

(a) Attempts to cope with this challenge have already been made in most –if not all- Member States of the EU. Governments are developing new educational strategies to improve the quality and effectiveness of schools in order to combat unemployment and its consequences for society.

There have been positive experiences in reversing the educational failure process. Schools that have:

- ç Increased their understanding of children and youth and their families' conditions;
- ç Involved the family and the local community in their educational strategies; and
- ç Adapted their curricula and methods to specific social and cultural surroundings

appear to enhance substantially the changes for educational success and to bridge the gap between the poorest and the mainstream society – at least, to some extent. Below, some of these strategies are listed and explained: they can be targeted at children in social difficulty or involving the entire school system. Measures for improving the situation of disadvantaged children can also be effective for other risk groups. Strategies may include measures focused on surrounding factors (such as health care, cultural activities with parents, etc.) as well as merely educational reforms. As a general principle, preventive action should start at the earliest possible age.

(b) A basic distinction between obstacles for School Success can be done: those related with the demand side of education and those on the supply side. The first group of factors is related to the socio-economic handicaps of pupils from poor families (more or less "exogenous" to the education system), while those of the second group have to do with the education system itself. Accordingly, two types of educational strategies can be implemented: those aiming at ensuring more equal opportunities and those aimed at more equal treatment within education itself. A third approach can be added: equal outcomes strategies, based on the conviction that equal treatment in itself is not sufficient to restore the balance in favour of young people from disadvantaged groups, and thus they imply "positive discrimination" intervention aimed at reaching, or at least approaching, such balance.

(c) 'Equal opportunities strategies' refer to strategies that help overcome 'exogenous' handicaps (attributable to differences in the family, social and economic background of pupils). These strategies can be further characterised as:

- ç Demand-focussed, i.e. focused on the pupil and his social environment
- ç Multidisciplinary and integrated (it is not education at school that is considered as a problem, but the child's health, material comfort, family relations, etc.)

(d) ***'Equal treatment strategies'*** focus on the elimination of discriminatory behaviour within the education process at school, and they:

- ç Are supply-centred, i.e. concentrate on what happens within the school or class,
- ç Emphasise the role of communication as a precondition for the reduction of discrimination,
- ç Aim at adapting curricula to the social environment of pupils

(e) ***'Equal outcomes strategies'*** combine elements of both previous types of strategies. However,

- ç Contrary to equal opportunities strategies, they are focussed on 'outcomes' rather than 'access'. In this sense, they can be characterised as 'ex – post' strategies. For instance, the compensatory programmes can be of two types: preschool programmes ('equal opportunities approach') or 'second-chance provision' (a typical 'equal outcomes' strategy)
- ç Contrary to equal treatment strategies, they discriminate positively in favour of groups in social difficulty. Hence, they are also more targeted on specific needs of minorities than equal treatment strategies.

In that sense, the Schooling-system must equip students with a set of core skills enabling them to be and keep employable. Personal and social skills are also required to functioning in society after the educational period. When at the end of the compulsory education, or after that period, students do not have acquired these core skills, several strategies –included in this third criteria- can be undertaken to enable them to develop them.

(f) ***A second criterion to classify the different strategies is according to the educational policy levels (macro – meso - micro):***

- ç Macro-level strategies are those developed at the highest relevant policy level (National or regional)
- ç Micro-level strategies are typically initiated by an individual school or team of teachers. They may be replicated in several schools, but they remain 'isolated' from each other and from the local environment.
- ç Meso-level strategies are situated between these two extremes, and generally exceed the local school level, being typically developed by 'networks' implying other actors at regional or local level.

(g) A combination of the two criteria can be summarised in a table as follows:

Objectives	Strategies	Examples		
		Macro-level	Meso-level	Micro-level
Equal opportunities	1. Extension of compulsory education 2. Financial assistance: grants, loans, means-tested educational provision (tuition fees, transportation, meals, book grants), special measures relating to family allowances, tax credits (as far as related to education and to disadvantaged groups) 3. Integrated services for disadvantaged students (psychological, social, cultural, medical – often at local level...) 4. Preschool programmes (only insofar as targeted at disadvantaged groups – not nursery schools and day centres as such) 5. Schemes for prevention of dropout	1. School leaving age raised in several countries (B, IRL, NL, ES) 2. Free education at primary level, school grants (several countries) 3. 'School guidance centres' in B 4. Early Start programme in IRL	2. Free school meals in IRL and ES 3. Homework projects in NL,educational educators in P 4. Maternity Centres in ES 5. Dropout prevention projects at regional level in B	3. Local transport initiatives in P 4. De Koffiepot in NL
Equal treatment	6. Integration of at-risk groups (integrated education, intercultural education, project for travelling children, isolated rural areas etc.) 7. Curricular reforms (comprehensivisation, flexibilisation, and certification strategies...). 'Flexibilisation' is distinguished from mainstreaming as it provides for adapted curricula leading to standard (mainstream) certificates. 'Certification strategies' relate, for example, to the integration of specific 'sidetrack' certificates into the national qualification structure 8. Teacher training 9. Parent-school-community relationships	6. Intercultural Education (B), Dutch as 2nd language (NL), Visiting Teacher service for traveller children (IRL) 7. Comprehensive stage in secondary education and support teachers / therapeutic pedagogy teachers (ES) 9. Parent-school-community Liaison Scheme (IRL)	6. Gipsy mediators (P), and Rotterdam Free Port Project (NL) 7. Middle schools (B) 8. In-service training (IRL) 9. Home-School-Employment Partnership in SC	6 Positive Action Project for Traveller Children (Armale Academy, SC) 9. Home-school-parent project (North Ayrshire, Scotland)
Equal outcomes	10. Educational priority policies / areas (territorial and categorical variants, with emphasis on funding mechanisms) 11. extra support within school or classes (remedial teaching, extra language courses for migrant children – including differentiation) 12. second chance schools and transition systems	10. EPP in B and the NL 11. Curriculum Diversification Programme (E) 12. Social Guarantee Programme (ES), Part-time vocational education (B), Youthreach (IRL)	10. Educ. Priority Territories (P), 12. Remedial projects (NL)	11. Differentation projects within the classroom (B), Basin St. Project (IRL).

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h) Equal opportunities examples.

ç *In Portugal,* the creation of financial and other means of assistance for children and youths from families with a low per capita income is one of the oldest assistance measures in the educational system. It comprises all three levels of education. The range of assistance macro-level measures comprises: financial subsidies (scholarships and other grants), exemption (or reduction) of scholar fees and other costs involved with school attendance, the supply of a daily nutritional supplement (milk) with a view of making up for nutritional deficiencies, the provision of school canteens, health care and accident insurance, state-owned and other forms of accommodation (students' residences) and school transport.

At meso level, there are three types of measures: local incentives for school attendance and quality of education, social educators and the Minimum Guaranteed Income(MGI):

- Town councils in Portugal have comparatively few powers as far as education is concerned. They are, however, responsible for the school facilities in the 1st cycle of basic education and for school transport. In particular, efforts made by rural local authorities are very significant (for example in providing transport), despite limited financial resources. Many town councils award grants or scholarships to pupils from needy families, complementary to the ones mentioned above. Others have set up residences for school children.
- Within the framework of the social employment market, the government has been looking to improve the integration of the unemployed in integrated services of assistance to underprivileged groups. The Joint Plan of Action (Ministries of Education and Qualification and Employment) created, among other measures, the figure of the 'social educator' (*animador educacional*). It is an unemployed person who is trained and then engaged in education support activities in periods not taken up by the curriculum in schools in socially underprivileged areas.
- MGI measures exist throughout the EU. However, National laws differ on a central issue: some (approach prevailing in Europe) consider these provisions as payments designated to solve problems created by the lack of employment (encouraging the beneficiary to find a job), while others (France, Portugal and in some regions of Spain and Belgium) see a relationship between the lack of income and social exclusion, calling for solutions that do not necessarily have to be within the employment framework.

ç *In the Netherlands*, an experience of Micro-level Equal Opportunities measures is the Mother's Centre (The *Koffiepot*, Centre for work, knowledge, living and well-being). It is a Community project (The Hague social department and local women) aiming at providing education and training for mother and child, increasing development and job opportunities for mothers and promoting high (future) involvement of mothers in the education of their children. The centre, inspired by the German *Mutterzentra*, offers to women in a working-class environment with a relatively high number of immigrants, a varying range of activities and courses in areas of education, recreation, art and culture, health and community structure, as well as career guidance.

ç *Compulsory Education (macro-level).* Over the decade 1984-1994 almost half of the EU countries have extended compulsory schooling by one, two or three years. They did it either by raising the school leaving age up to 16 in most of the cases, or by lowering the starting age, generally set at 5 or 6 years of age. There is a constant trend to prolong the duration of compulsory schooling from which it may be concluded that keeping the younger at school for a maximum number of years is considered as an effective measure, in line with preventing social exclusion and combating unemployment.

There has been a qualitative change in the objectives of EU education systems, reflected in initiatives designated to compensate for inequalities, more than just a declaration of principle. Among the stated aims of some countries it can be found some which may be considered as

- espousing the spirit of equal opportunities: free access to education and equality within the system (Belgium, Greece)
- protection of the right to education and democratisation of the system (Spain)
- concept of education as a public service (France)
- right of all citizens to education and the duty of the government not to discriminate (Italy)
- right to education and priority for compensating for individual and regional inequalities (Portugal), and
- free schooling to guarantee the right to education (Scotland)

The policies adopted in Belgium, Spain, Luxembourg and Portugal –that is to say, the extension of compulsory education in terms of both numbers of pupils and duration- are very much the result of an aspiration to equality. Nordic countries, with a long tradition of organising their educational systems in a single all-through structure embracing the whole compulsory education, appear as pioneers here.

(i) Equal treatment experiences

ç *Support teacher and therapeutic pedagogy teacher in compulsory education (Spain)*

In the present process of Education Reform in Spain, a single common education scheme is being implemented up to the age of 16, endowed with a flexibility and a progressive individualisation of teaching, which facilitates treatment of diversity without any discrimination.

Among other measures, the reform adds, to the school regular staff, the profile of support teacher (in primary education) and the therapeutic pedagogy teacher (in secondary education). Their specific function is to support those students with learning difficulties and those with disabilities, either within the ordinary classroom (supporting the teacher) or outside (direct teaching to individuals or small groups of individuals from that target group), but always within the ordinary school and in school hours.

ç *Curricular reforms at macro-level.*

According to the 'cultural reproduction theory' there are roughly three sorts of knowledge, which are transferred both in the family and in the school: instrumental, theoretical and symbolic/ideological knowledge. These three types of knowledge are represented to different degrees in the cultural capital of all families. Those from higher milieus posses all three types to a high degree, whereas in the low social classes (partly because of their position in the production process) instrumental knowledge is present to a greater degree than the other two types. However, theoretical and symbolic knowledge are regarded (in society as well as in school) as a higher form than instrumental knowledge. Therefore, there is not only an inequality of opportunity for children with a familiar low cultural capital background, but a social discrimination in education when this is reproduced by the school system, reflected in the final success rate of students according to original background.

Within the Flemish education system, some attempts have been launched in the direction of changing the education structure, with a shift in the emphasis given in primary education towards instrumental knowledge:

- Experience-based Nursery education (a pedagogical experiment at pre-school level),
- Renewed Vocational education: project-based learning -normal school weeks alternate with 'consolidation weeks' and 'project weeks'-, integration of theory and practice subjects and spaces – 'workshop-class'-, differentiation and other elements are built in to realise the goal of bridging the gaps between school on the one hand and family and social environment on the other.
- Middle schools offer only the comprehensive stage (first two years) of secondary education. They define themselves as autonomous in relation to further education, and commit themselves not to impose hidden curricula to students. This implies the need to (i) collaborate with all types of further education schools, (ii) accept all students, and (iii) offer a wide range of subjects so as to promote optimal orientation to the second cycle.

ç *Parent-school-community Liaison Scheme (Ireland).* It is an initiative to counteract disadvantage by increasing co-operation between schools, parents and community agencies in the education of young people.

Main aims of programme are:

- To maximise active participation of students in learning process, especially among those at risk of educational failure
- To promote active co-operation between home, school and community agencies in promoting the educational interest of children and youth
- To raise awareness in parents of their own capacities and to assist in developing skills related to the educational process
- To enhance the uptake of education, student retention within the system and continuation to further education, and
- To disseminate positive outcomes of the scheme throughout the school system.

The scheme involves a number of features including: (i) financial assistance to school. (ii) a local co-ordinator, (iii) home visits, (iv) the provision of additional school facilities, (v) parents' education through courses and (vi) teacher training in relation with the process of partnership.

ç *In the Netherlands,* the Rotterdam Free Port Project is based on a co-operation agreement between schools, companies and local authorities aiming at preventing youth from leaving the education system without a diploma or qualification. They offer to 15 and 16 years old potential early school-leavers a combination of learning and work. The most important short-term effect is that students stay longer in education. The second important effect is that the practical work serves to motivate learning and the third, long-term effect is that most of the participants opt for further training in the regular vocational training system.

ç *The 'Go to School Project' (Portugal)* is a gypsy mediators micro-level initiative, designed to adapt experiences already developed in countries with significant gypsy communities (Spain, Italy). Its objective is to promote better integration between the school and the families, and particularly, between teachers and gypsy community. In a first phase, gypsy mediators are selected and trained. They are gypsy citizens whose role is to work in schools with a high number of gypsies, either in the school itself or in relations between the school and the community. Once trained, they become a new employee of the school, responsible for promoting schooling in the gypsy community, assisting teachers to solve day-to-day problems in the gypsy community-school relations, supporting free period and extra-curricular activities and the youngest in different transition to work areas.

ç *Teacher training*

In general, in many countries, issues such as poverty and associated learning problems – let alone, remediation of such problems and good practice in this field- are not sufficiently being dealt with the basic initial training of teachers. In the framework of Subgroup D (Innovative Practice on Teacher and Trainer Training in vocational education and training) it should be investigated the way of incorporating to the skills and capacities of teachers and trainers those enabling them to undertake an active role in preventing and combating social exclusion situations. This refers both to initial and continuing training for teachers and trainers.

In Ireland, although, in-service training has been provided for teachers and school managers taking part in curricular reforms, the Home-School-Community Liaison Scheme, remedial education services, and provision for disadvantaged schools.

(j) Equal outcomes schemes

ç *Priority Educational Territories (Portugal).* Following the French example, there has been adopted the idea of grouping educational activity in difficult context in defined areas or territories. Recent past has shown that one of the factors favouring early dropping out of school was the excessive divisions between the three basic education cycles and the lack of an integrated vision of basic education. This grouping of schools relies on a wider partnership with other community agents, forming part of a local development initiative.

Educational projects are the responsibility of the territories, which are fully autonomous, and must obey three basic principles:

- Diversification of the training offer, with the aid of alternative curricula or the development of innovative components in environmental, artistic, technical education or in experimental teaching of sciences
- Training of the (school or community) staff involved in the programme
- Integrated management of resources and development of extra-curricular activities.

ç *Educational Priority Policy (Flanders, Belgium)* is aimed at pupils who because of social, economic or cultural reasons have learning and development difficulties; its goal is to prevent them from falling behind educationally and to reduce the extent to which they are already behind.

In practice, it is given to students with a different ethnic background and whose mother did not go to school after the age of 18. Schools are granted additional funding for each target group student when they have a minimum number of such students. Schools need to develop actions within the following fields of activity:

- The pupil's command of the language
- The prevention and remediation of learning and development programmes

- The involvement of the parents and teachers in the youth school careers by means of, for example, school community action.

ç *Remedial projects for (temporary) drop-outs from secondary education (the Netherlands).* They aim at reintegrating students into school after having taken care of them during a few months following their early school-leaving.

ç *Social guarantee programmes (Spain).* They have a triple objective:

- To guarantee to the interested person an elementary level of specific professional training allowing him/her to gain access to a working life,
- To promote educational reintegration into further education, and
- To develop and strengthen maturity of pupils

There are three different modalities:

- Professional initiation programmes
- Training-employment programmes
- Professional workshops

Students participating in a SGP receive a certificate that testifies their profile and the courses content, and a qualification based on a performance mark. The latter is taken into account in entry examinations to Intermediate Degree Training cycles, and it is also possible to validate certain modules equivalent to the corresponding Intermediate Degree ones.

ç *Second chance schools/transition systems: part-time vocational education (Belgium).* If following this option, compulsory education is enlarged to 18, but they can start working on a part-time basis. Enrolling can be in: (1) apprenticeship programmes for self-employment, (2) job corps programmes (part-time non-formal education), or (3) training in the part-time vocational education system.

Part-time education is a necessity for a particular group of school age young people who can be characterised as 'school-fatigued'. There are no selection or threshold requirements for entrance. It is intended to meet the specific needs of unmotivated, school-fatigued pupils by means of other structures, specific objectives, and new content and methods which are better geared to the particular character of this group.

It is based on the principle of part-time study and part-time work. With this concept, education is intended to offer a meaningful initial vocational qualification for young people for whom the full-time education system does not provide a fitting solution.

It also intends to promote these students' employment chances, their active participation in society and their personal development.

- *Youthreach programme (Ireland).* It is the main programme designed to compensate for initial educational disadvantage among people in Ireland. It is targeted at young people leaving school without formal educational qualifications and who have been unemployed for six months or more. Its objective is to equip them with the skills needed for employment or further training and to provide integrated education, training and work experience over a period of two years and thereby to enhance their job prospects and life chances.

3.2. Employment policies

(a) The Member States of the Union have put into place a comprehensive European Employment Strategy to create jobs and fight unemployment6. Following the adoption of the Amsterdam treaty, which introduced a new title on employment, it was agreed at the Luxembourg Jobs summit in November '97 that this strategy should be built on four main pillars: employability, entrepreneurship, adaptability and equal opportunities.

(b) ***Pillar 1: Employability***

The first of the four pillars focuses on employability and on tackling the skills gap. Whilst skill development and lifelong learning remain a key objective for the whole workforce, there is a particular emphasis on ensuring that young people and the unemployed (particularly the long-term unemployed) are equipped to take advantage of new employment opportunities in the fast-changing labour market. A key element of the employability pillar is the recognition of the need for early intervention, before individuals become long-term unemployed, and the provision of help that is customised and targeted to individual needs. Also noteworthy is the inclusion, for the first time, of clear quantified targets for Member States in giving a new start to young and long-term unemployed people, and in increasing access to training for the unemployed.

- In order to influence the trend in youth and long-term unemployment, the Member States are developing preventive and employability-oriented strategies, building on the early identification of individual needs.

  These preventive and employability measures will be combined with measures to promote the re-employment of the long-term unemployed.
- Benefit and training systems — where that proves necessary — are being reviewed and adapted to ensure that they actively support employability and provide real incentives for the unemployed to seek and take up work or training opportunities.
- The actions of Member States alone will not suffice to achieve the desired results in promoting employability. Consequently:

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6 For consulting the information concerning EC employment policy, you can visit in the Internet the Employment and European Social Fund Web site in the following address: http://europa.eu.int/comm/dg05/dgv_en.htm

- the social partners are urged, at their various levels of responsibility and action, to conclude as soon as possible agreements with a view to increasing the possibilities for training, work experience, traineeships or other measures likely to promote employability;
- the Member States and the social partners will endeavour to develop possibilities for lifelong training.

ç Employment prospects are poor for young people who leave the school system without having acquired the aptitudes required for entering the job market. Member states will therefore:

- improve the quality of their school systems in order to reduce substantially the number of young people who drop out of the school system early;
- make sure they equip young people with greater ability to adapt to technological and economic changes and with skills relevant to the labour market, where appropriate by implementing or developing apprenticeship training

(c) Pillar 2: Entrepreneurship

The second of the four pillars derives from the recognition that the creation of more and better jobs requires a dynamic and enterprising climate for businesses to expand and hire workers. This pillar is, therefore, about entrepreneurship, defined in a broad way, to cover the start-up and running of new enterprises, the development of existing enterprises, and the encouragement of initiative within large firms. It also supports measures to generate new sources of employment (including self-employment), and to create networks among enterprises and between enterprises and local authorities.

(d) Pillar 3: Adaptability

As we have already noted, part of the diagnosis of the employment challenge is that there is a need for greater adaptability; on the part of businesses, but also on the part of the workforce. The third pillar focuses, therefore, on the adaptability of enterprises and workers to changing technology and markets, industrial restructuring, and the development of new products and services. It covers adaptability in terms of the organisation of work, working patterns and contracts, as well as adaptability in terms of regulatory and training systems. It recognises explicitly that a balance must be struck between the need of businesses for flexibility, and the needs of employees for security and employability, and that striking this balance will not always be an easy task.

(e) ***Pillar 4: Equal opportunities***

The final pillar prioritises equal opportunities, with the twin social and economic objective of modernising societies so that women and men can work on equal terms with equal responsibilities, to develop the full growth capacities of European economies. It recognises both the social need to counter discrimination and inequalities between women and men, and the economic loss resulting from not making full and effective use of the productive capacities of all sections of the population.

In addition to this focus on closing the gender gap in Europe's economic and social life, this pillar emphasises the integration of people with disabilities into working life. This is an important first step towards recognition that the full integration of disabled people is a fundamental issue of equal opportunities. This, in turn, is a move also towards a wider implementation in the employment field of the important new anti-discrimination clause of the Amsterdam Treaty, under which the Council may take:

".... appropriate action to combat discrimination based on sex, racial or ethnic origin, religion and belief, disability, age or sexual orientation" (Article 13).

(f) Although in these four pillars of the European employment strategy there is a special emphasis to prevent Social Exclusion – particularly in the first, employability, and the fourth, equal opportunities- Amsterdam Treaty made a specific statement concerning Social Exclusion prevention by amending Article 137 of the Treaty of Rome proving for the adoption of measures at the community level to combat social exclusion. In its social Action Programme for 1998-2000 the Commission will examine the possibility of proposing a framework programme to combat social exclusion, based on the mentioned article 137.

(g) In the previous Work Programmes of the Commission several Community Initiatives were launched after the EC White Paper on Growth, Competitivity and Employment (1993) which started to use some of the above mentioned strategies and concepts, basically under the Adapt and Employment Initiatives. The second one has several measures that focused particularly on the prevention of social exclusion and promoting employment among some of the target groups threatened by social exclusion.

- Employment – NOW aimed at promoting equal opportunities between men and women in employment, particularly through training measures and supporting access to employment with future and managerial posts.
- Employment- YOUTH START aimed at promoting the integration into the labour market of the youngest (under 20 years old), lacking sufficient qualification to accede to a job.
- Employment-HORIZON aimed at promoting social solidarity and equal opportunities to people with disabilities through improving the access possibilities to the labour market.

ç Employment-INTEGRA aimed at improving access to labour market and employment possibilities for the most vulnerable people in society and disadvantaged groups.

Although before the Amsterdam treaty the employment and social policies were mostly under the responsibility of the Member States, through these Initiatives the Commission supported the networking between similar projects in the different states. The output of these initiatives has been a significant number of experiences and innovative approaches to combat unemployment and social exclusion. The new principles contained in the European Employment Strategy four pillars, mentioned above, can be understood as the main conclusions on the best practice identified through these initiatives, which from now on will guide the employment policy at EU level.

4. EVALUATION OF THE CURRENT SITUATION AND EVOLUTION OF IT

A specific Questionnaire was attached to the Discussion Paper (Annex 1), providing a set of Quantitative and Qualitative indicators that could bring a quite complete picture of the real situation of social exclusion in the partner countries. These indicators were built upon the previous existence in the EU countries of available comparable data, on the different items, which facilitate international comparison and the evolution in the different countries. To this extent, criteria used by Eurostat –and other international organisations like the ILO and the OECD- to collect and interpret information on Social Exclusion and Poverty statistics can be useful to share a common basis for collecting information and facilitating the international comparison. As suggested in the ETF Round Table on "vocational education and training against Social Exclusion", held in Bohinj (Slovenia) the 4th to 6th October 1998, the Network of National Observatories could include -among their activities and tasks- to gather and analyse information concerning the role of vocational education and training systems in combating –and preventing- social exclusion. That means to share –as a starting point, based on already agreed criteria for Member States and the EC- the following elements: (i) concepts and definitions, (ii) method for measuring the income poverty, (iii) concrete variables and measurements to be used in Social Exclusion statistics, and (iv) reporting and dissemination policy. Meta-data should be provided for user-databases and publications targeting ordinary users to inform them on what data are available and their access, what concepts and definitions are used, how the information was collected and what processes are applied in deriving the data. Publications should be confined to statements that are robust. Users should be guided by the text to analytically sound conclusions including any necessary warnings.

But, at present, the indicators suggested in the Questionnaire are yet difficult to be answered by many of the partner countries. To develop common statistics is a very long term activity, whereas the present difficulty on the issue of social exclusion requires also efforts on a shorter term basis and therefore it's very important to focus on qualitative differences of what is meant by social exclusion.

Specific difficulty is added in some countries due to the fact that these definitions –i.e. unemployment- are constructed in a quite narrow and exclusive way. Consequently, many people –actually unemployed or without social rights guarantees in the informal sector- do not appear in the statistics not because they are employed but because the definitions used do not reflect their situation in none of their categories.

Furthermore, it is important to be careful about the way the statistical analysis is interpreted. At long-term, it can be useful to provide information that allows an analysis about the situation in the different countries. At shorter-term these analyses need to be tailor made, to be focused on the exact situations in each country and not necessarily to aim for comparability. The purpose of the analysis, now, aims at national policy making. In that direction, the analysis could allow each country to be very different and very idiosyncratic and that does not really matter because it is a national situation, the national culture and tradition that are important here

The inclusion of such indicators in the Questionnaire is assuming that these data could also be available in the partner countries if it is agreed to include these indicators in the information to be collected in the future by the National Observatories.

Nevertheless, the ultimate aim of the non-member states countries is not only in the area of children at risk and social exclusion but for the entire systems both labour and education to be within the framework of indicators and statistics that are generally accepted throughout the world. The questionnaire becomes difficult to answer at this point but the countries should try to have these indicators included in the National labour and household surveys and the education date collection. These are the things that the different ministries could consider to put into their databases.

5. CONCLUSIONS AND RECOMMENDATIONS TO THE ADVISORY FORUM

The main conclusion of the discussions held in the subgroup is coincident with that of the last recommendation included in the Bohinj Round Table Conclusion ("Next Steps: towards the development of national concepts for vocational education and training against Social Exclusion). The second of these steps has been the actual meeting of the Subgroup.

- The first proposal is to assist the National Observatories to undertake:
  - ç Action-oriented studies into the nature, scope and consequences of early school leaving.
  - ç Collect and share the information required in the Questionnaire as indicators to monitor and internationally compare the evolution of the social exclusion situation in each country.
  - ç An evaluation should be undertaken on a number of Phare/Tacis-funded programs that are being run in this very field supporting disadvantaged youth.

ç A system of electronic networking should be set-up to secure follow-up information exchange among the representatives of the countries represented in the Advisory forum. The network should be connected to the existing Observatory network and should gradually include an increasing number of peoiple from within each partner country.

- Need for pilot activity: the first stage of the project would be the analysis, this idiosyncratic national analysis that ought to be comfortable: and we should use the national observatories for that so that they may become involved and take forwards their knowledge. One of the things to be identified for the analysis is who the target groups really are in each country. Part of it is the development of this e-mail network, and sharing of the wealth of material that is available at the EU. There are many projects of reintroducing the people into the labour market. The ideas could give some food for thought. It is needed to work with social partners and to work out the strategy to deal with the issue and then develop some elements of national legislation. Then place some small projects into that strategy that can be tried out. Integration, reintegration and preventive action- these are the items that should compose the strategy
- The members were happy that the sub group had been established and insisted on the need for this step (and the Slovenia workshop) to be followed up.
- The sub group proposed that the Foundation should:

  a) establish - possibly through the national Observatories - a network of practitioners who can share experiences and information on the situation of social exclusion in each country. This network could be built on the basis of the Slovenian workshop participants and the sub group members. The aims of this network would be to raise awareness of the social exclusion issues and to enable developing concepts and tools to analyse and discuss on these themes.

  b) undertake a thorough study of social exclusion in the countries through the national Observatories - in terms of an assessment of the present situation and ideas for prevention. All felt the need for a clearer, quantified picture which was comparable across countries. The number of participants in this study could be up to 10 countries.

  c) undertake a pilot project to break new ground in the field:

  - an analysis of the issue in a limited number of NIS countries - up to four - (based on the work undertaken above by the Observatories and key others) focusing on target groups within the potentially excluded population;
  - an exchange of information and best practice (for example Now, Horizon, Euroform) through the e mail discussion group mentioned above;

- work with the national and local partners in the four (?) countries (social partners, parents, institutes, ministries) with two purposes - to raise their awareness and understanding of the issue and to develop a national strategy on social exclusion. That national strategy would stress issues such as integration, prevention and reintegration and would clarify the roles and responsibilities of the state and others. It would also address the issue of financing;
- support the establishment of a legal base in line with this strategy;
- set up pilot activities in each country, in line with the strategy, in one target group. The favoured group was that of women. Each pilot would be evaluated based on common indicators and measures of success;
- evaluate the project;
- disseminate the results and lessons learned through the e mail network, the national Observatories and an event;
- extend the project to other countries (if appropriate).

It was felt that the Foundation would ideally fund the start of the project - up until the pilot project stage - when Tacis and other resources could be targeted by the countries. (In Kyrgystan, the ADB loan was earmarked already for this purpose).

All members supported the project proposal and the following sought to be included as participants: Kyrgystan, Turkmenistan, Kazakhstan, Azerbaijan and Georgia.

ANNEX 1 - QUESTIONNAIRE

Country:.....

Statistical information

1. *Number of young people who have not obtained the school graduate certificate:*

Year	Total figures	% over young people of the same age
14-16 age group		
16-18 age group		
18-20 age group		
Source:		

2. *Number of unemployed young people who have not obtained the school graduate certificate:*

Year	Total figures	% over unemployed young people
14-25 age group		
Source:		

3. *Number of people in long-term, and longer-term unemployment, who have not obtained the school graduate certificate:*

Year	Total figures	% over total No. of unemployed
Long-term unemployment		
14-25 age group		
25-45 age group		
aged over 45		
Total No.		
Longer-term unemployment		
14-25 age group		
25-45 age group		
aged over 45		
Total No.		
Source:		

4. *Number of illiterate or uneducated people:*

Year	Total figures	% over total population
Males		
Females		
Source:		

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5. ***Number of families whose single income is the single wage allowance:***

Year	Total figures	% over total No. of families
Source:		

6. ***Number of families whose income is lower than the minimum wage per person:***

Year	Total figures	% over total No. of families
Source:		

7. ***Number of families with no income:***

Year	Total figures	% over total No. of families
Source:		

8. ***Number of people whose income is lower than half the national average income:***

Year	Total figures	% over total No. of families
Source:		

9. ***Number of single-parent families with family responsibilities:***

Year	Total figures	% over total No. of families
Source:		

10. ***Number of unemployed people who are mentally or physically disabled:***

Year	Total figures	% over total No. of unemployed
Males		
Females		
Source:		

Qualitative information

A) On the basis of the information available, are there any other groups at risk of exclusion (mountain rural population, population residing in areas undergoing severe industrial and economic restructuring, ethnic minority groups,...)? Could you specify their characteristics and provide some data that make possible to advance an estimate?

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B) Could you provide additional, quantitative information about the geographical distribution of the groups at risk of exclusion which have been referred to in the statistical information section?

C) Which are, from your point of view, the determining factors of exclusion processes in your own country?

Information relative to social policies

I) Could you provide a summary of the major measures implemented in your country to fight against exclusion (with particular reference to measures in education and training)? Specify the measures implemented for each of the priority target groups.

II) Describe the strengths and weaknesses of the measures mentioned above.

III) Which should be, in your opinion, the key strategies in fighting against exclusion in your own country?

ANNEX 2 -
AN EXAMPLE OF SOCIAL EXCLUSION IN THE NIS: THE CASE OF KYRGYZSTAN

The case study of Kyrgystan is presented here, based on material provided at the Sub group meeting in March. It is here summarised as an example of the social exclusion situation in a transition country, and the policy that has been developed or it is intended to implement. Differences with the situation and policies in other partner countries were found in the discussions. Therefore, it is not intended now to suggest that the following information applies to all countries but just to show a particular case of how the described transition process has an impact in one particular country.

Presentation by the Ms. Tentieva and Ms. Jangaracheva, Minister of Labour and Social Protection

The Minister reported on the commitment of the President to education and training and the work undertaken by her Ministry and the Ministry of Education to ensure human rights.

She reported the excellent co-operation and networking across Government and also with NGOs. She was extremely happy to see the Foundation taking this issue forward and had been very interested in the results of the Slovenian workshop, which had been attended by Mrs Aitikeeva.

She reminded us that in Kyrgystan, 10 years ago, there was no need to discuss problems like poverty, social exclusion and unemployment. These were painful aspects of life that her country was in the process of coming to terms with.

She quoted a UNDP study on Human Resource Development which "ranked" 174 countries in terms of their rate of development of human resources. She was dismayed to note that her country ranked 110th.

She highlighted the severe problems brought about by the process of transition and prioritised investment in young people to try to cushion them from the inevitable employment difficulties to come. She commented that young people who drop out are future citizens who cannot contribute to society - they are consequently future dependants. She noted that in 1997, 9,000 school age children had dropped out, and that the official figure for 1998 was down to 6,000 (but she feared that the figure was not accurate).

She highlighted the present situation in her country - an average wage of 40US$, no major industries, new employers and enterprises without the tradition of training who wanted "ready trained" employees. She noted that the worker in demand is young, qualified and mobile.

She was particularly interested to hear case studies of work with employers and spoke of their keenness to work with international donors on the issue of exclusion and how to mobilise key players, including employers, to try to combat it.

She referred to the 8 year old law on Employment and mentioned that she realised that their statistics were not accurate and hid much of the under and unemployment.

She spoke of the recently passed vocational education and training law which would support 9 model training centres and would encourage the 115 professional schools to prepare entrepreneurs of the future. She spoke of positive results from recent UNDP/GTZ collaboration which had established a series of associations bringing the unemployed and employers together to provide work experience and training. She reported a subsequent rate of 40% of the unemployed participants moving into work.

She also spoke of successful schemes bringing together entrepreneurial training with micro credit schemes. She was very committed to this approach and felt that it had great potential for Kyrgystan.

The issue of "orphans" was also high on her agenda. Similarly support for disabled youngsters had been the subject of a recent Presidential decree.

She also spoke of the need to encourage young women into vocational education and training - presently 60% of young women attend academic schools and only 40% in vocational education and training. She mentioned a national gender Commission and the implementation of laws against gender discrimination.

She summarised her Government's commitment to the issue of dealing with social exclusion and their interest in becoming involved in a tangible project with the Foundation.

Presentation by Ms. Aitikeeva, Executive Secretary of the Commission on Education & Science under President of Kyrgyz Republic

Kyrgyzstan has managed to set up market mechanisms and today as a result of very fast radical reforms there has been developed all the components of democracy. Kyrgyzstan also has good preconditions to consider and develop the issue of vocational training against social exclusion of young people and children. Kyrgyzstan used to have a centralised planned system of vocational training, but today the situation is very different and there is not any tradition in solving such problems as social exclusion. Any enterprise, any agency in the country currently does not have any clear strategy in working with socially excluded young people and it is needed to consider this issue from the very beginning. Many problems are related to financial constraints and maybe the solution will come later. But it's very important today to lay down the foundation for the successful reform of the vocational training. It's very important today to lay down certain mechanisms, certain way of resolving the problem. In all those documents that are now being amended, the objective of tackling social inclusion must be stated, purposefully using experience from Western and

Central Europe. Due to some old traditions at the macro-level, Kyrgyzstan has all the conditions for access to education, and for providing equal opportunities for children from disadvantaged groups because there is a tradition of education-for-everyone and vocational training-for-everyone. There is every law to this effect. As a result of the social reform in the country, Kyrgyzstan managed to preserve at the macro-level all the conditions of equal opportunities for everyone. This year the President of the State by his decree established the main directions for the program of "Access to education". As for the equal opportunities, Kyrgyzstan is doing a lot, but as to the equal relations there are only some directions. All concerned ministries are now implementing the program approved by the President. The program pays attention to the problem in the state and it starts developing a strategy against social exclusion of children and young people.

Second thing is that due to well-established democracy some NGO's are also well developed in the state. At the micro level, and at the medium level, many NGo's are well functioning and they would like to make their contribution into solving the issue. If all these efforts could be related and some push provided to find the solution and to find the mechanism to help to implement efforts of all these groups, there could probably start to solve the issue successfully, at least in this republic. Certain mechanisms must be developed, well adjusted to the needs of the population, while certain components of the system can still be the same. For instance: Kyrgyzstan need to establish certain level of decentralization. It needs also to take into account the interest of socially excluded young people and children and how to combine and relate the joint efforts of school, school administrations and local governments with NGO's.

In Kyrgyzstan there is a problem that children who come to secondary schools do not have a sufficient general educational background, which negatively reflects on their professional skills. The reason is that many children cannot afford partial payment that schools require and drop out of schools. As a result, they do no get adequate level of knowledge to study in the secondary school. There is a great problem in dealing with employers and students who have finished vocational schools. Today the vocational education and training provision system cannot teach students in some professional skills as some enterprises did before. Vocational schools and enterprises work as two separate entities. The enterprises do not need new employees any more because many industrial enterprises were shut down and as a result many workers lost their jobs. In this regard, Kyrgyzstan needs to build the legislative framework, the legislative incentive for the enterprise to co-operate and work with the Government. Category of socially excluded children is ever-increasing every year. It is needed, at this point, to draw the attention to the problem of external and internal migration. In the Naryn region young people from rural areas migrate to Bishkek. They do not have proper basic education and find themselves in a marginal situation. They cannot catch up with the language of instruction, which is Russian language in Bishkek, but Kyrgyz in Naryn. Training to the young unemployed can be provided, at different levels. "Another target group that is typical to the NIS countries, particularly for Kyrgyzstan, is that of orphans or abandoned children. This group of children are those who formerly, under the Soviet system of child care, lived in special orphanages ("internats") in groups of 200 - 500 children. After 9 years of secondary education, they used to leave the orphanage, often without a profession and means for living.

Notwithstanding, help in developing programs for such target groups is needed as well as for monitoring and guiding what graduates of schools ought to do when they leave out because now there is not knowledge of what they do after five or more years the school training is over.

Meerim Foundation:

They are primarily devoted to educational programs. The main purpose is to provide equal opportunities for young children from socially unprotected disadvantaged layers of population. They include children from rural and remote areas. It is needed to provide for strong, basic education for rural children in order to go to universities after graduation from schools. Educational centers are established in rural areas in this regard that provide courses of high importance, such as foreign language courses, computer skills and so on. Training against social exclusion involves training of the family. Next target group is orphans - they are taken care of by the state. If they cannot find a job after the secondary school or go to the universities, the period in between seems to be very difficult. The concept-«center for development of young children» was introduced in this regard. They already have two schools in this regard, following the concept of «internat». But when the compulsatory education period is over, they are thrown to society at the age of 13-14, and it's really difficult for them to adjust. Next problem dealt by the foundation is that related with children with mental and physical disabilities. They were placed in special schools where they stayed and studied without having any contacts with other children. Meerim knows about the Danish program «save the children» which deals with integration of the above-mentioned children to society and with other children, but it is needed to know about other programs implemented in other countries. NGO's are very active in working with this kind of children and excluded youth.

ANNEX 3 -
AN EXAMPLE OF SOCIAL EXCLUSION IN THE EU: THE CASE OF FLANDERS

As an example of training measures from the Labour and Employment policies against social exclusion, the Subgroup had access to information from VDAB (Flemish employment and vocational training service). This information included:

1. An overview of the social exclusion and unemployment situation in Flanders: major target groups. To this respect, most of the beneficiaries of this service could be profiled as lower educated (more than 57% of the unemployed) and long-term unemployed (more than 63% of the unemployed are unemployed for more than a year, 70% of the lower educated are unemployed longer than one year), with high representation of migrants (more than 44% of the migrant population outside of the EU are unemployed), young people (1 out of 5 unemployed are younger than 25 years of age) and women (56% of the unemployed).
2. A description of the main measures against social exclusion:
   (i) Guidance measures (a. National guidance plan; b. Guidance scheme within the Flemish Employment and Vocational Training Service (VDAB), and c. "Work Again Action" (training or guidance for job applications)
   (ii) General education and training, including several actors as VDAB (integrated track approach: intake – guidance – coaching - co-ordination training action – active job placement – local partnerships); non-profit organisations and Public Centres for social Welfare
   (iii) Links between employment programmes and training
   (iv) Specific measures for migrants
   (v) Policy of social partners through sectoral training funds for the reintegration of groups at risk on the labour market.
3. New insights in labour market qualification needs and policy action: recruitment, actions towards enterprises and "Work Experience Programme".
4. Conclusions: first of all, there is the need to start from the specific needs of the disadvantaged.

Appropriate out-reach activities are needed. The aim is to get and convince those long-term unemployed on the track of coming to the services. Training and education is not enough, guidance activities are needed. Training must be integrated into the framework of global activities, such as public welfare centers and so on. Childcare facilities are welcome, and their lack very often is an obstacle for young mothers. It is also important to promote measures at local level such as local networking activities.

ANNEX 4 -
STATISTICAL DATA

The education and work status of the youth population, by age group (1996)

	Age group	In education					Not in education			
		In work-study programme	Employed	Un-employed	Not in labour force	Sub total	Employed	Un-employed	Not in labour force	Sub total
Australia	15-19	m	29,4	6,0	38,6	74,0	17,2	6,0	2,8	26,0
	20-24	m	19,8	2,4	9,3	31,5	53,4	7,5	7,6	68,5
	25-29	m	11,2	0,8	2,8	14,8	64,5	5,7	14,9	85,2
Austria	15-19	25,3	1,0	0,5	53,1	79,9	13,7	1,9	4,5	20,1
	20-24	3,3	5,9	0,7	20,6	30,6	58,9	3,7	6,9	69,4
	25-29	1,1	6,7	0,4	7,1	15,4	72,1	4,0	8,5	84,6
Belgium	15-19	1,5	0,7	0,2	85,4	87,8	3,3	1,6	7,3	12,2
	20-24	0,7	2,5	0,9	35,2	39,3	42,5	10,4	7,9	60,7
	25-29	0,3	3,7	0,5	2,6	7,0	75,0	8,9	9,1	93,0
Canada	15-19	m	26,2	5,0	51,9	83,0	8,9	3,7	4,4	17,0
	20-24	m	16,4	1,5	19,9	37,7	43,7	9,3	9,2	62,3
	25-29	m	6,6	0,5	5,2	12,3	67,0	8,7	12,1	87,7
Czech Republic	15-19	m	2,3	0,1	67,9	70,4	17,2	3,1	9,3	29,6
	20-24	m	0,8	0,1	13,7	14,6	72,4	3,0	10,0	85,4
	25-29	m	0,3	n	1,0	1,3	84,2	3,5	11,0	98,7
Finland	15-19	n	8,7	13,2	62,7	84,5	10,0	3,2	2,3	15,5
	20-24	0,2	12,0	9,8	26,1	48,1	32,8	12,4	6,6	51,9
	25-29	0,1	9,0	2,9	7,6	19,7	62,9	8,3	9,1	80,3
France	15-19	5,3	0,4	0,1	90,2	96,1	1,1	1,6	1,3	3,9
	20-24	4,8	3,1	0,7	42,4	50,9	31,5	12,6	4,9	49,1
	25-29	1,6	3,9	0,5	5,0	11,0	66,7	13,2	9,1	89,0
Germany	15-19	20,8	1,8	0,7	67,2	90,5	5,8	1,6	2,0	9,5
	20-24	8,9	3,6	0,2	19,4	32,0	52,9	6,8	8,2	68,0
	25-29	1,1	3,9	0,2	8,5	13,7	68,7	6,6	11,0	86,3
Greece	15-19	0,3	0,6	0,9	78,5	80,4	8,7	5,9	5,1	19,6
	20-24	0,2	1,4	1,6	27,1	30,3	42,0	16,5	11,1	69,7
	25-29	n	1,1	0,6	3,0	4,6	65,7	13,0	16,7	95,4
Italy	15-19	m	0,6	0,7	70,7	72,0	11,8	6,3	9,9	28,0
	20-24	m	1,0	1,6	29,3	32,0	34,2	16,6	17,3	68,0
	25-29	m	1,3	0,8	10,7	12,7	56,4	12,2	18,6	87,3
Spain	15-19	0,2	1,6	2,7	69,0	73,5	13,0	9,1	4,4	26,5
	20-24	0,1	4,3	5,5	34,0	43,9	33,4	17,6	5,0	56,1
	25-29	n	4,9	4,4	6,9	16,2	53,0	19,3	11,5	83,8
Sweden	15-19	m	12,5	3,3	70,6	86,5	6,1	1,8	5,6	13,5
	20-24	m	7,8	4,8	26,9	39,6	42,1	8,8	9,5	60,4
	25-29	m	8,0	2,5	9,2	19,6	66,2	7,8	6,3	80,4
Switzerland	15-19	32,3	12,4	(1,4)	46,1	92,3	4,3	(0,9)	(2,5)	7,7
	20-24	9,2	20,9	(1,4)	15,3	46,7	46,6	(2,4)	(4,3)	53,3
	25-29	1,0	22,4	(0,8)	4,2	28,3	57,0	5,3	9,4	71,7
United Kingdom	16-19	8,1	25,3	3,9	32,6	69,9	17,9	7,2	5,0	30,1
	20-24	2,7	11,4	1,2	12,3	27,6	53,8	8,5	10,1	72,4
	25-29	1,1	8,7	0,8	3,0	13,6	65,6	6,9	13,9	86,4
United States	15-19	m	25,9	4,3	51,4	81,6	10,1	2,8	5,5	18,4
	20-24	m	19,3	1,1	12,2	32,5	51,2	5,5	10,8	67,5
	25-29	m	8,6	0,4	2,9	11,9	71,5	4,1	12,5	88,1
Country mean	**15-19**	**10,4**	**10,0**	**2,9**	**62,4**	**81,5**	**9,9**	**3,8**	**4,8**	**18,5**
	20-24	**3,3**	**8,7**	**2,2**	**22,9**	**35,8**	**46,1**	**9,4**	**8,6**	**64,2**
	25-29	**0,7**	**6,7**	**1,1**	**5,3**	**13,5**	**66,4**	**8,5**	**11,6**	**86,5**

( ) Figures in brackets are estimates.
Source: OECD Education Database.

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The education and work status of young men, by age group (1996)

	Age group	In education					Not in education			
		In work-study programme	Employed	Un-employed	Not in labour force	Sub total	Employed	Un-employed	Not in labour force	Sub total
Australia	15-19	m	27,5	5,2	40,4	73,1	17,7	7,3	1,9	26,9
	20-24	m	20,5	2,2	9,0	31,7	56,3	9,1	2,9	68,3
	25-29	m	12,4	0,6	2,7	15,7	73,1	7,2	4,1	84,3
Austria	15-19	32,6	1,2	0,4	45,9	80,2	12,0	1,6	6,2	19,8
	20-24	4,3	5,9	0,9	22,0	33,0	56,1	4,5	6,4	67,0
	25-29	1,3	7,8	0,6	8,7	18,4	73,9	4,3	3,3	81,6
Belgium	15-19	2,1	1,0	0,2	84,3	87,7	4,3	1,5	6,6	12,3
	20-24	0,8	2,8	0,9	33,5	38,0	47,0	9,4	5,7	62,0
	25-29	0,4	4,1	0,4	2,9	7,7	81,8	6,3	4,2	92,3
Canada	15-19	m	24,7	5,7	51,9	82,4	9,1	4,4	4,1	17,6
	20-24	m	15,0	1,6	20,0	36,6	46,1	11,5	5,7	63,4
	25-29	m	6,9	0,6	5,3	12,7	71,2	10,2	5,8	87,3
Czech Republic	15-19	m	2,6	n	65,4	68,0	17,2	2,9	11,9	32,0
	20-24	m	1,0	0,1	14,0	15,1	76,9	3,3	4,6	84,9
	25-29	m	0,3	0,1	1,1	1,5	93,5	2,4	2,7	98,5
Finland	15-19	n	9,1	12,9	60,7	82,6	12,3	3,6	1,4	17,4
	20-24	0,3	11,8	8,8	23,3	44,2	37,2	13,8	4,7	55,8
	25-29	0,2	9,2	2,5	7,3	19,3	71,5	7,2	2,1	80,7
France	15-19	7,3	0,5	0,1	87,3	95,3	1,7	1,8	1,3	4,7
	20-24	5,1	2,7	0,4	40,2	48,5	36,9	11,8	2,8	51,5
	25-29	1,7	3,8	0,4	4,3	10,1	75,1	12,3	2,5	89,9
Germany	15-19	23,6	1,7	0,8	63,4	89,4	6,9	1,8	1,9	10,6
	20-24	8,6	3,6	n	19,1	31,3	57,0	7,9	3,8	68,7
	25-29	1,1	4,8	0,3	10,9	17,1	72,9	7,1	2,9	82,9
Greece	15-19	0,5	0,9	0,4	80,0	81,8	10,6	4,2	3,5	18,2
	20-24	0,1	1,1	1,1	26,5	28,8	54,3	12,9	4,0	71,2
	25-29	n	1,3	0,5	3,2	5,0	82,8	10,0	2,3	95,0
Italy	15-19	m	0,7	0,4	69,2	70,2	14,2	6,4	9,2	29,8
	20-24	m	1,1	1,0	27,3	29,4	39,4	16,5	14,7	70,6
	25-29	m	1,3	0,7	10,5	12,5	66,8	12,1	8,6	87,5
Spain	15-19	0,2	2,0	2,6	63,7	68,5	18,1	9,0	4,4	31,5
	20-24	0,1	4,0	3,7	30,3	38,0	41,0	17,5	3,6	62,0
	25-29	n	4,8	3,4	6,8	15,0	62,5	18,4	4,1	85,0
Sweden	15-19	m	10,9	2,5	71,5	84,9	5,9	1,8	7,4	15,1
	20-24	m	5,5	4,8	25,6	35,9	45,2	10,4	8,4	64,1
	25-29	m	7,8	2,6	8,8	19,2	69,4	8,3	3,0	80,8
Switzerland	15-19	36,5	11,9	(1,6)	42,4	92,5	4,1	(1,3)	(2,0)	7,5
	20-24	10,9	20,5	(1,8)	15,9	49,2	44,9	(2,3)	(3,7)	50,8
	25-29	0,9	24,8	(0,2)	4,8	30,7	62,5	5,0	(1,8)	69,3
United Kingdom	16-19	10,6	22,6	4,2	32,5	69,9	18,0	9,1	3,1	30,1
	20-24	3,3	10,3	1,4	12,2	27,2	57,1	11,8	3,9	72,8
	25-29	1,1	8,8	0,8	2,7	13,3	73,0	8,9	4,8	86,7
United States	15-19	m	24,7	4,5	52,6	81,8	11,2	3,3	3,7	18,2
	20-24	m	18,8	0,9	12,7	32,3	57,1	5,6	4,9	67,7
	25-29	m	8,5	0,4	2,4	11,4	79,9	4,2	4,6	88,6
Country mean	**15-19**	**12,6**	**9,5**	**2,8**	**60,7**	**80,5**	**10,9**	**4,0**	**4,6**	**19,5**
	20-24	**3,7**	**8,3**	**2,0**	**22,1**	**34,6**	**50,2**	**9,9**	**5,3**	**65,4**
	25-29	**0,8**	**7,1**	**0,9**	**5,5**	**14,0**	**74,0**	**8,3**	**3,8**	**86,0**

( ) Figures in brackets are estimates.
Source: OECD Education Database

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The education and work status of young women, by age group (1996)

	Age group	In education					Not in education			
		In work-study programme	Employed	Un-employed	Not in labour force	Sub total	Employed	Un-employed	Not in labour force	Sub total
Australia	15-19	m	31,4	6,8	36,7	75,0	16,7	4,6	3,8	25,0
	20-24	m	19,0	2,6	9,7	31,4	50,4	5,9	12,3	68,6
	25-29	m	9,9	1,0	3,0	14,0	56,0	4,3	25,7	86,0
Austria	15-19	17,4	0,7	0,6	60,8	79,5	15,4	2,3	2,7	20,5
	20-24	2,4	5,8	0,6	19,3	28,1	61,7	2,8	7,4	71,9
	25-29	1,0	5,6	0,3	5,4	12,2	70,3	3,6	13,9	87,8
Belgium	15-19	0,9	0,4	0,1	86,5	87,9	2,4	1,7	8,1	12,1
	20-24	0,5	2,3	1,0	36,9	40,7	37,8	11,4	10,1	59,3
	25-29	0,2	3,2	0,7	2,2	6,3	67,9	11,7	14,1	93,7
Canada	15-19	m	27,7	4,3	51,8	83,8	8,6	2,9	4,8	16,2
	20-24	m	17,8	1,3	19,8	38,9	41,3	7,0	12,8	61,1
	25-29	m	6,4	0,4	5,1	11,9	62,7	7,1	18,3	88,1
Czech Republic	15-19	m	2,1	0,2	70,6	72,9	17,1	3,4	6,6	27,1
	20-24	m	0,6	n	13,4	14,0	67,7	2,7	15,6	86,0
	25-29	m	0,2	n	0,9	1,2	74,4	4,8	19,7	98,8
Finland	15-19	n	8,2	13,5	64,7	86,5	7,5	2,8	3,1	13,5
	20-24	0,1	12,2	10,9	29,3	52,6	27,8	10,8	8,8	47,4
	25-29	n	8,8	3,4	7,9	20,1	54,1	9,5	16,3	79,9
France	15-19	3,3	0,2	0,2	93,2	96,9	0,6	1,3	1,2	3,1
	20-24	4,4	3,5	1,0	44,5	53,4	26,1	13,4	7,0	46,6
	25-29	1,5	4,0	0,6	5,8	11,9	58,4	14,0	15,7	88,1
Germany	15-19	17,8	1,8	0,7	71,4	91,7	4,7	1,4	2,2	8,3
	20-24	9,2	3,5	0,3	19,7	32,8	48,6	5,7	12,9	67,2
	25-29	1,0	3,0	0,2	6,0	10,1	64,3	6,0	19,6	89,9
Greece	15-19	0,1	0,4	1,3	77,2	79,0	7,0	7,5	6,5	21,0
	20-24	0,2	1,7	2,1	27,6	31,5	31,8	19,6	17,2	68,5
	25-29	n	0,9	0,7	2,8	4,3	49,6	15,8	30,2	95,7
Italy	15-19	m	0,5	1,0	72,4	73,8	9,2	6,2	10,7	26,2
	20-24	m	1,0	2,2	31,4	34,6	28,8	16,7	19,9	65,4
	25-29	m	1,2	1,0	10,8	13,0	45,8	12,3	28,9	87,0
Spain	15-19	0,1	1,2	2,9	74,6	78,8	7,5	9,2	4,5	21,2
	20-24	0,1	4,7	7,5	37,9	50,2	25,5	17,8	6,5	49,8
	25-29	0,1	5,0	5,5	7,0	17,5	42,9	20,3	19,4	82,5
Sweden	15-19	m	14,2	4,2	69,7	88,1	6,3	1,9	3,7	11,9
	20-24	m	10,2	4,8	28,3	43,3	38,9	7,1	10,7	56,7
	25-29	m	8,2	2,4	9,5	20,1	62,9	7,2	9,8	79,9
Switzerland	15-19	27,8	13,0	(1,2)	50,0	92,0	4,5	(0,4)	(3,1)	8,0
	20-24	7,5	21,2	(1,0)	14,6	44,2	48,3	(2,5)	(5,0)	55,8
	25-29	1,0	19,7	(1,4)	3,6	25,7	50,9	5,6	17,8	74,3
United Kingdom	16-19	5,6	28,1	3,6	32,7	70,0	17,8	5,2	7,0	30,0
	20-24	2,0	12,7	1,0	12,4	28,1	50,2	5,1	16,5	71,9
	25-29	1,1	8,7	0,7	3,3	13,9	57,9	4,9	23,4	86,1
United States	15-19	m	27,2	3,9	50,2	81,4	8,9	2,3	7,3	18,6
	20-24	m	19,8	1,3	11,7	32,7	45,3	5,4	16,6	67,3
	25-29	m	8,7	0,4	3,4	12,5	63,5	4,0	20,0	87,5
Country mean	**15-19**	**8,1**	**10,5**	**3,0**	**64,2**	**82,5**	**8,9**	**3,5**	**5,0**	**17,5**
	20-24	**2,9**	**9,1**	**2,5**	**23,8**	**37,1**	**42,0**	**8,9**	**12,0**	**62,9**
	25-29	**0,6**	**6,2**	**1,2**	**5,1**	**13,0**	**58,8**	**8,7**	**19,5**	**87,0**

( ) Figures in brackets are estimates.
Source: OECD Education Database.

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Unemployment rates of youth by level of educational attainment and age group (1996)

	Below upper secondary education			Upper secondary education			Non-university tertiary education		University-level education		All levels of education		
	Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Austria	7,4	10,4	8,6	5,7	4,6	3,2	14,2	4,4	3,9	6,5	6,8	5,7	4,2
Belgium	22,9	29,7	18,9	27,3	19,1	11,0	9,7	4,7	14,6	5,8	25,3	20,0	10,7
Czech Republic	22,3	12,6	17,9	11,6	3,4	3,6	x	x	7,1	1,1	14,1	4,0	4,1
Denmark	2,4	14,7	18,9	5,2	7,0	7,4	11,1	6,0	6,8	6,3	2,6	9,9	10,5
Finland	24,9	39,5	28,5	36,0	23,8	17,0	20,5	12,2	17,2	7,6	29,0	26,7	17,0
France	24,3	37,0	25,5	26,5	23,5	15,0	19,0	10,1	18,2	14,4	24,7	26,6	16,4
Germany	6,8	15,4	17,4	8,4	8,4	7,5	7,2	4,9	m	6,5	7,3	9,6	8,4
Greece	32,0	19,9	13,9	54,2	31,3	15,6	39,4	19,4	41,2	22,4	41,8	29,5	16,9
Hungary	42,3	22,3	20,8	24,6	11,7	10,0	x	x	3,4	4,1	29,4	13,1	10,9
Ireland	32,3	30,6	24,7	19,4	13,1	7,9	8,4	5,2	6,5	4,9	25,4	15,9	11,5
Italy	33,1	29,1	16,8	45,9	36,8	17,7	x	x	37,9	31,0	36,1	33,1	18,3
Luxembourg	15,0	9,6	5,9	18,8	4,8	2,8	x	x	14,9	0,6	15,2	9,1	4,6
Netherlands	18,9	11,8	8,6	8,8	6,6	4,5	x	x	11,6	6,6	16,9	8,8	6,0
Norway	18,9	16,1	10,5	14,3	9,7	6,2	7,4	5,8	9,2	5,2	17,9	10,2	6,4
Poland	30,6	32,0	26,1	50,8	26,7	14,4	26,0	8,8	17,2	7,4	44,2	27,1	14,5
Portugal	16,6	13,8	9,2	38,7	20,4	8,9	17,7	8,8	25,6	9,0	18,4	15,9	9,1
Spain	50,3	37,0	31,7	51,7	40,7	24,8	36,8	24,9	52,1	31,2	50,8	39,2	29,3
Sweden	22,2	30,9	22,8	23,8	20,2	13,6	11,0	8,0	10,9	5,1	22,2	20,6	12,7
United Kingdom	31,4	28,0	21,7	14,9	11,6	9,5	8,0	2,9	11,3	4,9	17,9	12,8	9,3
United States	21,3	19,1	16,2	11,2	9,6	7,1	5,3	2,2	5,4	2,8	17,8	9,9	6,4
Country Mean	**22,0**	**21,5**	**16,7**	**23,3**	**15,4**	**9,6**	**14,6**	**7,9**	**15,6**	**8,8**	**21,3**	**15,8**	**10,4**

United Kingdom: Data for 15-19 refer to 16-19 year-olds.
( ) Figures in brackets are estimates.
Source: OECD Education Database.

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Unemployment rates of youth by level of educational attainment, age and gender (1996)

		Below upper secondary education			Upper secondary education			Non-university tertiary education		University-level education		All levels of education		
		Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Australia	Men	24,3	23,4	13,4	16,6	9,1	6,6	8,9	7,9	8,9	4,2	21,7	12,8	8,3
	Women	20,8	15,1	10,4	16,5	11,5	7,8	7,8	3,9	5,2	4,2	19,2	10,9	7,5
Austria	Men	5,7	12,8	8,6	3,4	5,0	3,4	9,3	1,1	m	4,4	5,1	6,2	4,2
	Women	10,4	8,3	8,5	8,2	4,2	2,8	15,4	5,6	m	9,1	9,6	5,2	4,3
Belgium	Men	19,3	23,6	13,0	21,0	15,1	6,0	10,5	3,2	9,6	3,7	20,1	16,9	7,2
	Women	30,3	41,5	29,1	36,0	24,1	17,4	9,2	5,7	19,7	7,9	34,0	23,6	14,8
Canada	Men	24,7	25,7	20,2	16,0	13,7	12,5	11,6	9,6	10,1	4,9	21,6	15,0	11,1
	Women	20,3	23,4	23,6	15,8	11,6	10,8	11,4	8,0	8,3	6,5	18,5	12,1	9,5
Czech Republic	Men	17,6	13,9	17,6	11,0	3,6	1,9	x	x	4,0	0,9	12,7	4,2	2,5
	Women	27,4	10,7	18,2	12,1	3,2	5,6	x	x	11,4	1,4	15,7	3,8	6,0
Denmark	Men	2,0	12,1	14,9	4,4	6,6	5,6	11,2	5,5	6,1	6,2	2,2	9,0	8,8
	Women	2,8	18,7	24,3	5,8	7,4	9,4	11,0	6,4	7,4	6,3	3,1	10,9	12,4
Finland	Men	27,0	40,3	25,8	42,9	24,4	15,3	19,2	10,3	14,3	6,3	32,4	27,8	15,6
	Women	22,6	38,1	32,9	29,8	23,1	19,0	21,1	13,9	18,2	9,1	25,4	25,3	18,8
France	Men	20,8	33,6	21,1	18,0	18,1	12,1	13,7	10,7	11,7	11,5	20,3	22,4	14,1
	Women	32,5	42,1	32,4	44,7	30,0	18,4	23,0	9,6	23,1	17,3	34,6	31,6	19,1
Germany	Men	6,7	16,7	18,6	7,9	8,7	7,4	m	4,5	m	7,3	6,7	10,1	8,5
	Women	6,8	13,7	15,8	9,1	8,0	7,7	m	5,5	m	5,6	7,1	8,2	8,2
Greece	Men	23,0	13,6	8,2	40,5	22,2	9,9	33,7	14,4	33,8	19,2	28,5	20,1	11,0
	Women	45,8	32,8	26,7	61,5	40,1	24,1	42,2	23,9	43,4	24,4	54,4	39,3	24,6
Hungary	Men	46,8	25,0	20,5	25,1	13,1	8,7	x	x	4,3	2,7	32,3	15,2	10,0
	Women	33,4	16,6	21,4	24,0	9,8	12,5	x	x	2,7	5,3	25,9	10,2	12,4
Ireland	Men	29,4	28,9	24,7	17,6	14,1	8,5	8,6	6,0	8,4	5,1	23,9	17,6	13,2
	Women	37,5	34,5	24,5	21,8	12,0	7,3	8,2	4,4	5,1	4,7	27,7	14,0	9,3
Italy	Men	29,4	26,2	14,1	35,0	33,1	15,4	x	x	20,0	27,3	30,4	29,1	15,4
	Women	38,9	34,3	22,0	54,5	40,1	20,2	x	x	47,4	34,0	43,7	38,0	22,3
Korea	Men	10,0	9,1	3,5	8,3	7,3	3,6	x	x	13,5	5,2	8,9	8,2	4,1
	Women	9,6	3,2	1,7	5,9	3,9	1,9	x	x	6,2	2,1	6,6	4,5	2,0
Luxembourg	Men	10,4	11,1	6,0	m	9,6	5,5	x	x	m	1,2	10,0	10,7	5,4
	Women	20,6	7,7	5,7	m	1,6	n	x	x	m	n	21,2	7,3	3,5
Netherlands	Men	15,9	10,7	9,0	m	6,8	4,0	x	x	12,2	6,9	13,5	8,8	6,0
	Women	22,5	13,7	8,0	m	6,4	5,1	x	x	11,1	6,3	20,6	8,8	6,0
New Zealand	Men	19,7	14,4	m	14,2	7,5	3,1	m	m	m	2,1	17,8	9,5	6,5
	Women	14,0	15,4	m	8,7	7,8	4,1	12,9	m	m	2,6	12,1	9,8	5,3
Norway	Men	20,6	15,5	9,9	10,8	9,7	6,4	6,7	5,5	4,5	6,3	17,8	9,9	6,6
	Women	17,1	16,8	11,6	18,4	9,8	6,0	7,9	6,0	12,8	4,4	18,1	10,6	6,1

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		Below upper secondary education			Upper secondary education			Non-university tertiary education		University-level education		All levels of education		
		Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Poland	Men	24,8	27,0	21,8	47,8	25,3	11,3	16,7	7,7	27,3	7,7	39,0	25,4	12,1
	Women	43,8	42,0	34,3	54,2	28,5	19,2	27,7	9,2	11,1	7,1	51,7	29,2	17,9
Portugal	Men	13,2	12,5	8,2	28,8	19,6	7,9	28,6	18,0	17,9	9,8	14,0	14,2	8,6
	Women	21,7	15,8	10,3	43,9	21,2	9,8	13,2	4,5	29,8	8,4	24,5	18,0	9,6
Spain	Men	44,0	33,2	26,3	44,1	33,9	19,9	30,9	20,3	47,3	28,2	44,2	33,7	24,4
	Women	59,1	43,3	41,3	59,6	47,3	30,9	42,3	31,2	53,8	33,3	59,4	45,7	35,5
Sweden	Men	23,0	29,6	20,0	22,9	20,8	13,9	12,9	9,2	20,2	3,6	22,4	21,4	12,9
	Women	21,6	32,8	26,4	24,7	19,5	13,1	8,9	6,8	8,2	6,5	22,1	19,8	12,6
Switzerland	Men	(17.1)	m	m	m	(4,9)	(3.8)	m	m	m	m	(15.7)	5,9	(5.7)
	Women	(9.9)	m	(23.5)	m	(4.3)	7,1	m	m	m	m	(8.7)	(4.8)	(9)
Turkey	Men	10,1	11,2	6,4	27,0	22,7	8,9	x	x	28,9	9,6	12,9	15,0	7,2
	Women	6,4	6,7	7,4	44,1	34,4	20,7	x	x	29,3	11,9	13,8	16,4	10,6
United Kingdom	Men	34,1	32,7	23,6	16,9	14,3	10,5	10,9	2,7	14,0	6,1	20,8	16,0	10,6
	Women	26,4	19,2	17,8	12,8	8,3	8,3	4,7	3,0	8,5	3,4	14,7	8,8	7,6
United States	Men	23,9	16,8	15,7	12,4	11,2	7,6	4,5	3,9	6,8	4,1	20,3	11,1	7,4
	Women	18,2	23,5	17,3	10,2	7,7	6,6	5,9	0,6	4,3	1,6	15,2	8,4	5,1
Country Mean	**Men**	**21,1**	**20,8**	**15,5**	**21,4**	**14,6**	**8,6**	**14,9**	**8,3**	**15,4**	**7,8**	**20,0**	**15,2**	**9,7**
	Women	**24,4**	**22,8**	**19,7**	**27,1**	**16,9**	**11,4**	**16,1**	**8,7**	**17,5**	**8,9**	**24,0**	**16,8**	**11,7**
WEI Participants														
Brazil	Men	11,8	8,1	5,4	14,4	9,8	4,7	x	x	7,0	3,6	12,1	8,5	5,1
	Women	18,2	13,6	9,3	19,4	12,6	9,9	x	x	8,8	4,8	18,4	12,7	8,8
Jordan	Men	23,3	17,0	9,3	26,3	16,3	8,4	27,2	13,1	29,9	12,6	23,5	18,6	10,1
	Women	23,9	29,3	17,1	50,0	43,7	19,8	58,2	34,3	36,7	17,2	28,7	43,3	24,6
Malaysia	Men	9,7	4,0	1,8	14,0	5,2	2,1	x	x	7,2	1,1	11,0	4,6	1,9
	Women	9,4	4,4	2,3	11,8	4,9	1,7	x	x	7,1	1,3	10,4	4,9	1,9
Paraguay	Men	21,0	11,5	2,4	32,7	8,8	2,7	m	12,7	12,3	2,3	23,9	10,6	2,7
	Women	22,4	17,9	4,7	24,8	10,1	16,7	3,3	m	10,9	m	22,8	13,8	7,2
Thailand	Men	4,6	3,0	1,8	6,8	4,0	1,2	8,5	3,6	12,6	2,7	4,8	3,8	1,9
	Women	4,1	2,7	2,0	6,4	3,0	1,2	3,1	3,9	9,1	2,5	4,4	3,2	2,2
Uruguay	Men	22,5	14,2	9,7	26,2	13,5	7,6	9,5	4,2	18,7	6,9	23,1	14,4	8,9
	Women	31,5	22,8	17,7	33,5	18,2	12,5	11,7	4,1	21,6	9,7	32,4	20,6	13,8

United Kingdom: data for 15-19 refer to 16-19 year-olds.
( ) Figures in brackets are estimates.
Source: OECD Education Database.

Employment / population ratios of youth by level of educational attainment and age group (1996)

	Below upper secondary education	Upper secondary education		Non-university tertiary education		University-level education		All levels of education				
	Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Australia	40,1	62,8	64,0	62,6	74,9	80,2	81,2	80,6	83,0	87,8	46,6	73,2	75,7
Austria	34,8	60,5	69,8	65,4	70,1	82,3	75,2	88,8	52,8	80,1	41,0	68,3	80,2
Belgium	3,5	45,8	65,2	11,4	38,8	78,7	73,9	90,8	55,7	87,9	5,2	45,4	78,9
Canada	31,5	49,7	53,9	52,8	65,0	72,4	71,9	80,8	71,3	84,1	37,8	65,2	75,2
Czech Republic	6,0	52,4	56,2	49,8	74,8	85,9	x	x	77,5	91,9	19,5	73,2	84,4
Denmark	57,5	65,9	63,2	70,9	78,1	83,0	82,4	87,8	69,2	84,6	56,8	71,7	75,7
Finland	12,8	35,0	55,0	30,2	44,8	67,1	66,0	74,4	63,2	82,1	15,8	43,7	67,6
France	5,1	41,4	59,1	6,4	36,8	74,7	39,5	81,7	26,6	67,7	5,3	37,5	71,2
Germany	26,1	54,2	55,3	64,5	68,9	75,4	79,3	88,5	82,2	82,1	28,7	65,7	74,0
Greece	8,5	60,4	62,9	11,3	35,3	66,4	52,0	73,5	43,2	69,6	9,4	43,5	66,8
Hungary	3,7	43,1	48,6	35,4	55,8	69,5	x	x	79,1	78,3	12,2	54,2	66,6
Ireland	9,4	56,2	57,8	31,0	54,4	80,1	77,6	88,6	67,1	85,7	15,6	59,9	75,4
Italy	11,9	47,8	58,3	12,2	26,3	53,4	x	x	38,3	52,5	12,0	34,4	55,6
Korea	3,5	66,3	65,7	29,9	55,3	64,0	x	x	76,8	76,4	10,3	59,1	67,9
Luxembourg	13,0	69,4	75,0	6,0	30,3	77,9	x	x	41,7	84,5	12,3	57,5	76,6
Netherlands	40,0	68,4	68,7	56,8	76,5	85,6	x	x	65,6	86,0	42,7	72,4	81,2
New Zealand	40,4	60,7	61,8	58,5	78,2	81,9	78,4	74,6	75,7	91,4	46,8	72,0	75,0
Norway	31,2	57,7	66,9	52,6	67,3	79,3	57,3	69,6	60,9	81,3	34,5	64,4	77,3
Poland	4,6	43,5	53,4	30,5	49,9	71,0	62,0	78,8	72,7	86,6	9,4	49,8	70,9
Portugal	19,9	68,9	78,8	9,4	28,0	69,7	51,0	83,4	62,7	83,3	18,6	52,4	77,6
Spain	15,8	52,5	54,7	5,6	22,6	61,3	48,6	68,4	20,5	54,3	12,0	36,4	57,5
Sweden	23,1	43,4	58,7	39,2	56,2	75,0	45,9	73,8	62,7	84,6	22,2	53,1	73,7
Switzerland	14,5	42,5	61,8	49,9	74,5	82,3	83,2	90,8	(43,3)	68,9	16,7	67,4	79,4
Turkey	34,8	49,5	53,2	24,6	37,1	64,7	x	x	51,5	80,2	33,0	45,9	57,0
United Kingdom	33,5	47,6	49,7	56,2	68,3	75,5	77,4	89,5	74,1	88,1	51,0	67,3	75,3
United States	26,9	48,6	57,8	55,6	69,2	77,9	80,0	85,3	84,3	87,8	33,2	68,5	78,6
Country mean	**21,2**	**53,6**	**60,6**	**37,6**	**55,3**	**74,4**	**67,5**	**81,6**	**61,6**	**80,3**	**24,9**	**57,8**	**72,9**
WEI Participants													
Brazil	47,5	64,6	66,8	41,0	70,1	75,9	x	x	63,8	85,8	46,3	66,0	70,6
Jordan	10,7	44,0	48,5	8,7	26,2	55,2	40,1	53,6	50,7	73,5	10,5	38,8	53,5
Malaysia	42,7	74,9	70,8	19,8	77,5	78,7	x	x	38,2	87,9	29,5	72,2	75,7
Paraguay	44,4	64,9	70,6	36,7	72,3	77,5	75,4	92,6	70,7	82,7	42,3	68,2	74,9
Thailand	45,2	82,3	84,6	26,2	52,5	86,7	42,8	86,5	72,8	91,7	40,1	75,7	85,4
Uruguay	35,8	62,0	66,2	20,6	66,9	76,5	57,1	86,9	51,0	80,3	30,9	61,3	70,7

United Kingdom: data for 15-19 refer to 16-19 year-olds.
( ) Figures in brackets are estimates.
Source: OECD Education Database.

Employment / population ratios of youth by level of educational attainment, age and gender (1996)

		Below upper secondary education			Upper secondary education			Non-university tertiary education		University-level education		All levels of education		
		Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Australia	Men	38,8	70,6	78,8	62,4	78,4	88,4	79,9	85,2	82,1	89,8	45,2	76,9	85,5
	Women	41,5	55,4	53,5	62,7	70,7	68,3	82,2	76,7	83,7	85,9	48,1	69,4	65,9
Austria	Men	44,1	59,8	81,0	72,3	71,0	84,8	66,7	84,9	57,0	80,3	49,6	69,0	84,0
	Women	24,6	61,1	62,1	58,8	69,2	79,4	77,8	90,4	49,8	79,7	32,0	67,6	76,3
Belgium	Men	4,7	55,0	78,7	15,5	44,7	87,9	68,3	92,6	61,0	89,7	6,9	50,4	86,2
	Women	2,1	32,2	47,8	7,9	32,9	68,0	77,1	89,7	50,5	86,0	3,5	40,3	71,3
Canada	Men	31,7	59,2	66,0	53,9	67,0	79,5	71,8	84,5	69,6	86,5	37,7	67,0	80,4
	Women	31,3	36,5	37,2	51,9	62,7	65,1	72,0	77,5	72,4	82,0	37,9	63,4	70,1
Czech Republic	Men	6,8	68,6	65,4	45,7	78,6	95,5	x	x	79,1	95,2	19,8	78,0	93,8
	Women	5,3	39,6	49,8	55,1	70,8	75,8	x	x	75,2	87,2	19,2	68,3	74,6
Denmark	Men	61,4	72,6	71,9	73,2	80,5	87,6	81,2	88,8	67,9	85,7	60,2	75,5	80,7
	Women	53,4	57,2	53,4	69,4	75,9	78,2	83,7	86,8	70,5	83,7	53,2	67,8	70,5
Finland	Men	13,0	40,3	63,1	23,6	46,4	73,7	61,8	82,9	50,0	85,7	14,9	45,5	74,0
	Women	12,6	29,1	44,4	37,9	43,0	60,2	68,2	67,9	69,2	78,3	16,7	41,8	61,0
France	Men	7,1	48,9	73,1	10,8	41,9	82,9	42,4	83,5	30,0	74,2	7,6	43,0	79,5
	Women	2,8	32,6	43,5	2,8	31,5	66,2	37,4	80,2	24,3	62,0	2,9	32,0	62,9
Germany	Men	29,8	62,3	68,9	69,9	71,4	78,9	84,2	91,9	77,1	84,1	32,7	69,5	79,0
	Women	22,0	46,1	43,9	58,8	66,0	71,5	86,1	84,4	85,1	79,9	24,7	62,1	68,6
Greece	Men	11,4	80,8	88,9	11,9	44,2	84,0	54,5	83,5	36,1	72,6	11,6	55,5	84,1
	Women	5,4	36,3	34,4	10,9	28,2	48,3	50,6	65,6	46,4	67,8	7,4	33,5	50,5
Hungary	Men	4,5	56,7	64,9	36,1	63,1	86,2	x	x	83,4	91,5	12,7	62,5	82,8
	Women	2,9	29,7	33,6	34,7	48,7	51,0	x	x	75,9	69,5	11,7	46,2	50,4
Ireland	Men	12,2	63,8	69,3	35,5	55,5	85,8	77,0	89,0	66,7	86,5	18,3	61,8	80,3
	Women	6,3	43,5	41,8	26,6	53,4	75,3	78,1	88,2	67,3	84,8	12,7	58,0	70,4
Italy	Men	14,7	56,6	74,5	13,9	27,5	58,3	x	x	44,0	54,8	14,6	39,5	65,8
	Women	8,8	36,4	40,1	10,7	25,2	48,7	x	x	34,7	50,6	9,3	29,0	45,1
Korea	Men	3,6	78,4	88,4	21,8	49,9	82,8	x	x	68,1	88,2	7,9	53,4	84,9
	Women	3,4	46,9	40,8	36,9	59,5	44,9	x	x	79,2	63,2	12,7	63,1	50,1
Luxembourg	Men	14,8	72,1	90,3	5,4	24,3	77,2	x	x	59,6	80,7	13,9	59,1	86,4
	Women	11,2	66,5	59,5	6,5	35,8	78,6	x	x	28,2	89,0	10,6	55,7	66,6
Netherlands	Men	43,0	74,9	81,5	60,7	74,4	91,4	x	x	61,4	86,1	45,3	72,8	87,4
	Women	36,7	59,9	55,4	54,1	78,5	79,6	x	x	69,1	85,8	40,0	72,0	74,7
New Zealand	Men	43,0	77,5	77,1	54,1	81,0	91,1	86,3	76,2	70,9	94,2	47,0	78,4	85,7
	Women	37,4	43,3	47,9	62,4	75,1	71,5	73,0	73,8	80,2	88,4	46,5	65,4	64,9
Norway	Men	30,8	60,9	79,7	56,9	71,5	85,4	55,0	69,4	61,5	81,1	35,1	67,9	82,4
	Women	31,7	54,8	53,1	48,0	62,5	72,3	59,0	69,7	60,3	81,5	33,9	60,7	72,1

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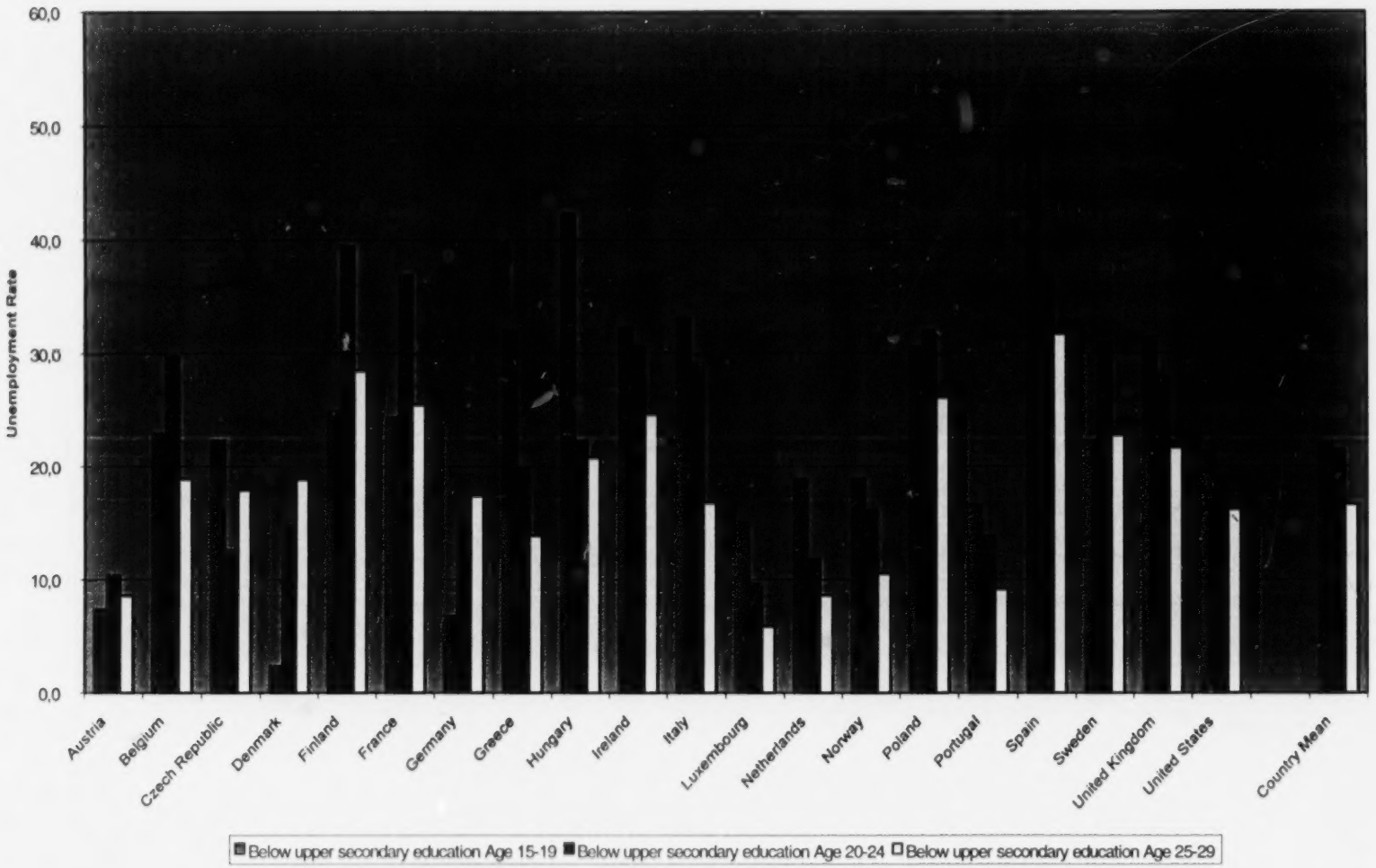
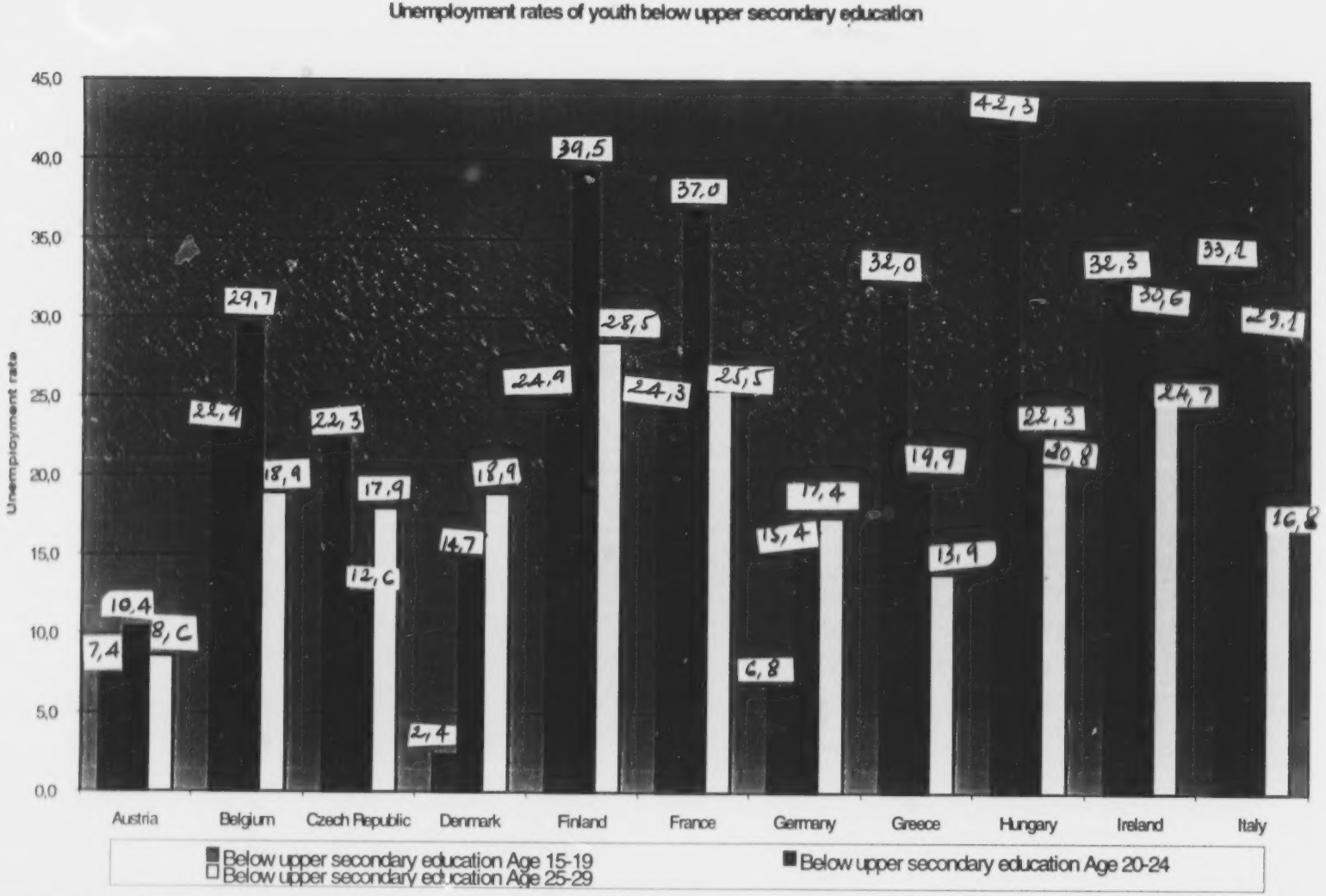
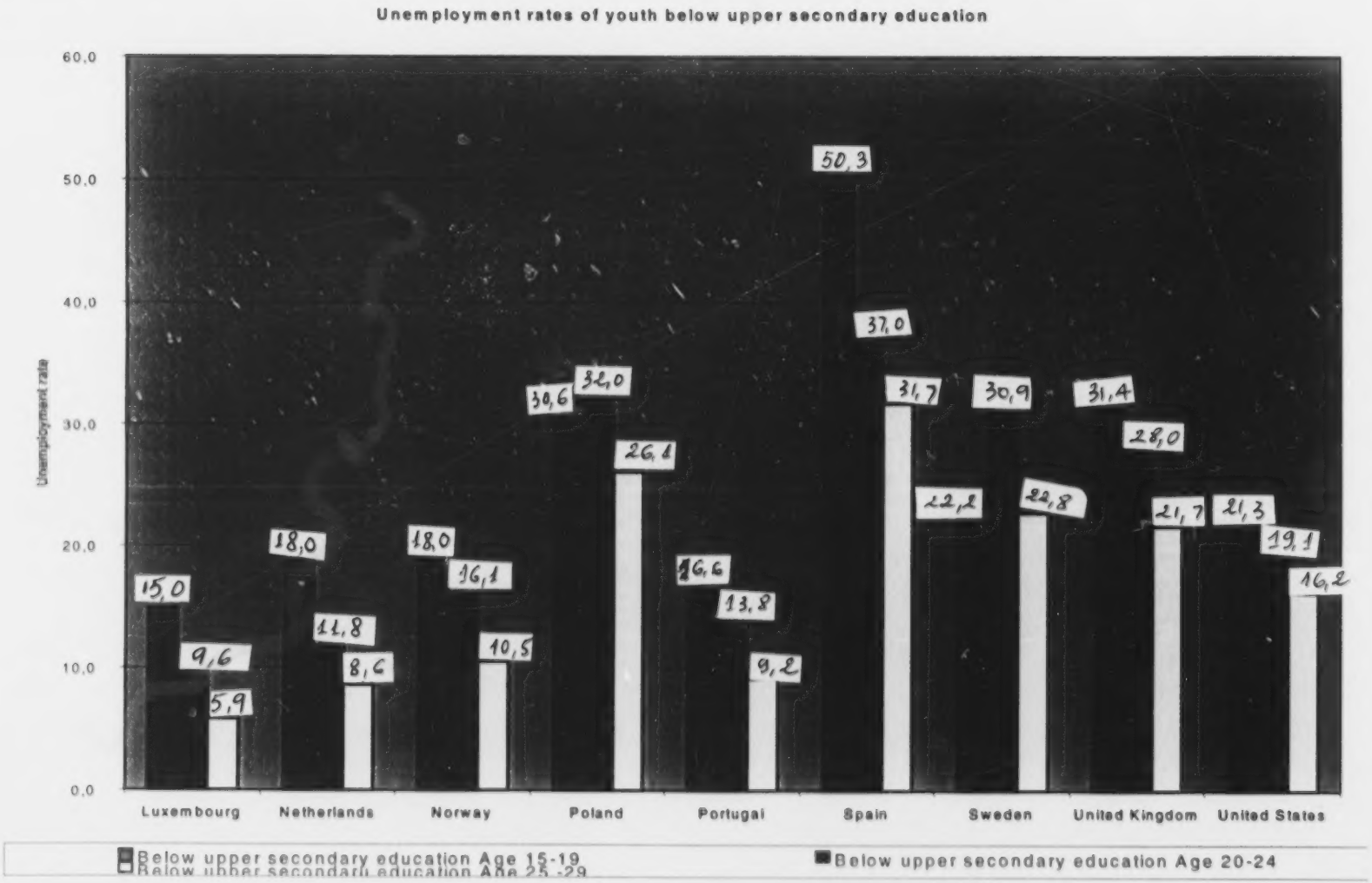
		Below upper secondary education			Upper secondary education			Non-university tertiary education		University-level education		All levels of education		
		Age 15-19	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 20-24	Age 25-29	Age 15-19	Age 20-24	Age 25-29
Poland	Men	6,7	54,3	69,8	34,9	57,9	84,2	66,7	88,9	66,7	88,9	11,9	57,6	82,9
	Women	2,3	29,0	34,8	26,1	42,3	56,3	61,0	75,8	76,2	84,7	6,8	42,6	58,4
Portugal	Men	23,6	71,9	85,3	8,7	29,7	71,3	50,0	72,5	69,6	84,3	22,1	57,3	82,0
	Women	15,7	64,6	71,7	9,9	26,4	68,2	51,3	88,7	58,9	82,7	14,8	47,0	73,3
Spain	Men	19,2	58,5	68,2	6,9	25,8	68,6	50,2	75,6	16,3	54,3	14,9	41,9	66,6
	Women	11,8	43,8	38,1	4,3	19,6	53,1	46,9	59,6	23,0	54,4	8,8	30,7	47,7
Sweden	Men	21,0	49,0	66,9	38,7	58,1	77,9	44,8	72,6	43,8	88,3	20,6	54,9	76,6
	Women	25,3	37,3	50,1	39,7	54,1	71,8	47,2	75,1	70,4	81,2	23,9	51,1	70,7
Switzerland	Men	14,4	37,0	86,2	45,5	72,0	89,7	83,1	92,9	(42,9)	67,6	(16)	65,4	(87.3)
	Women	14,7	47,1	49,9	53,3	77,1	74,8	(83,3)	81,8	(43,6)	71,4	(17.5)	(69.5)	(70.6)
Turkey	Men	45,3	81,3	90,9	30,0	44,3	85,3	x	x	50,3	86,0	42,3	66,2	89,4
	Women	24,9	29,4	22,6	18,2	28,4	34,6	x	x	52,8	72,6	23,9	30,0	27,1
United Kingdom	Men	37,2	56,1	63,7	55,5	72,0	83,8	72,5	92,9	71,0	88,2	51,0	70,2	82,7
	Women	28,8	38,5	35,3	56,9	64,6	67,1	83,4	86,0	77,6	88,0	51,1	64,2	67,5
United States	Men	26,7	64,9	74,7	56,6	71,9	85,9	80,3	89,0	81,8	89,1	32,7	72,3	85,4
	Women	27,2	32,0	38,5	54,8	66,4	69,5	79,7	82,4	86,5	86,5	33,8	64,7	71,8
Country mean	**Men**	**23,4**	**62,8**	**75,7**	**38,5**	**57,8**	**82,6**	**67,2**	**84,0**	**60,3**	**82,8**	**27,1**	**62,0**	**81,9**
	Women	**18,9**	**43,4**	**45,5**	**36,9**	**52,6**	**65,3**	**68,3**	**79,0**	**62,0**	**78,0**	**23,4**	**53,1**	**63,3**
WEI Participants														
Brazil	Men	60,6	84,3	89,2	47,1	80,3	92,5	x	x	65,0	89,5	58,6	82,2	89,9
	Women	32,9	43,3	45,0	36,6	61,6	62,9	x	x	62,9	82,9	33,8	50,1	53,1
Jordan	Men	19,0	74,0	86,9	17,2	43,1	85,5	70,1	86,1	58,3	80,7	18,9	63,6	85,7
	Women	1,4	5,9	6,6	1,9	4,8	14,3	18,7	29,3	42,5	61,7	1,5	9,4	17,7
Malaysia	Men	51,3	93,3	96,5	20,5	87,3	97,0	x	x	40,3	91,8	34,5	85,4	96,2
	Women	32,2	51,8	43,0	19,1	68,4	60,1	x	x	36,0	83,5	24,2	58,1	54,1
Paraguay	Men	53,1	82,2	95,7	42,1	82,9	95,9	m	87,3	74,6	89,9	50,0	81,8	94,8
	Women	37,1	49,9	48,7	31,7	60,4	62,0	73,9	94,2	67,4	76,8	35,7	56,1	58,6
Thailand	Men	47,5	90,4	95,0	27,4	58,0	94,1	38,5	91,6	71,2	94,2	41,9	81,8	94,7
	Women	42,8	74,0	74,0	25,2	46,8	76,0	48,1	81,6	74,2	89,6	38,1	69,4	75,9
Uruguay	Men	45,3	76,5	84,0	25,3	75,9	88,7	69,5	91,8	53,5	85,9	40,1	73,5	84,9
	Women	23,9	43,1	44,8	17,4	60,2	67,0	52,9	85,0	49,3	76,5	21,3	49,0	56,8

United Kingdom: data for 15-19 refer to 16-19 year-olds.
( ) Figures in brackets are estimates.
Source: OECD Education Database.

Unemployment Rates of Youth Below Upper Secondary Education




Unemployment rates of youth below upper secondary education
Unemployment rate
45,0
40,0
35,0
30,0
25,0
20,0
15,0
10,0
5,0
0,0
Austria
Belgium
Czech Republic
Denmark
Finland
France
Germany
Greece
Hungary
Ireland
Italy
Below upper secondary education Age 15-19
Below upper secondary education Age 25-29
Below upper secondary education Age 20-24



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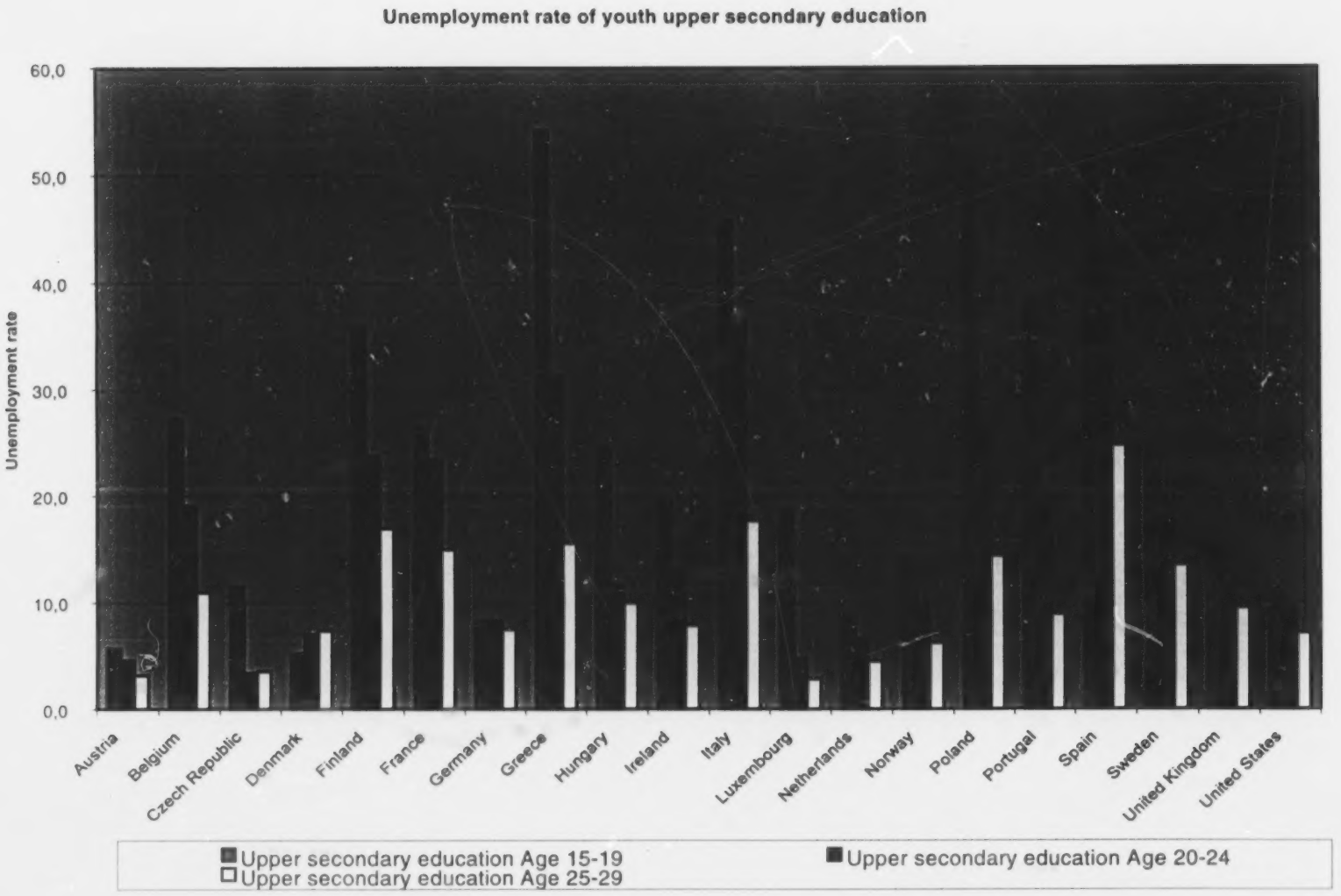

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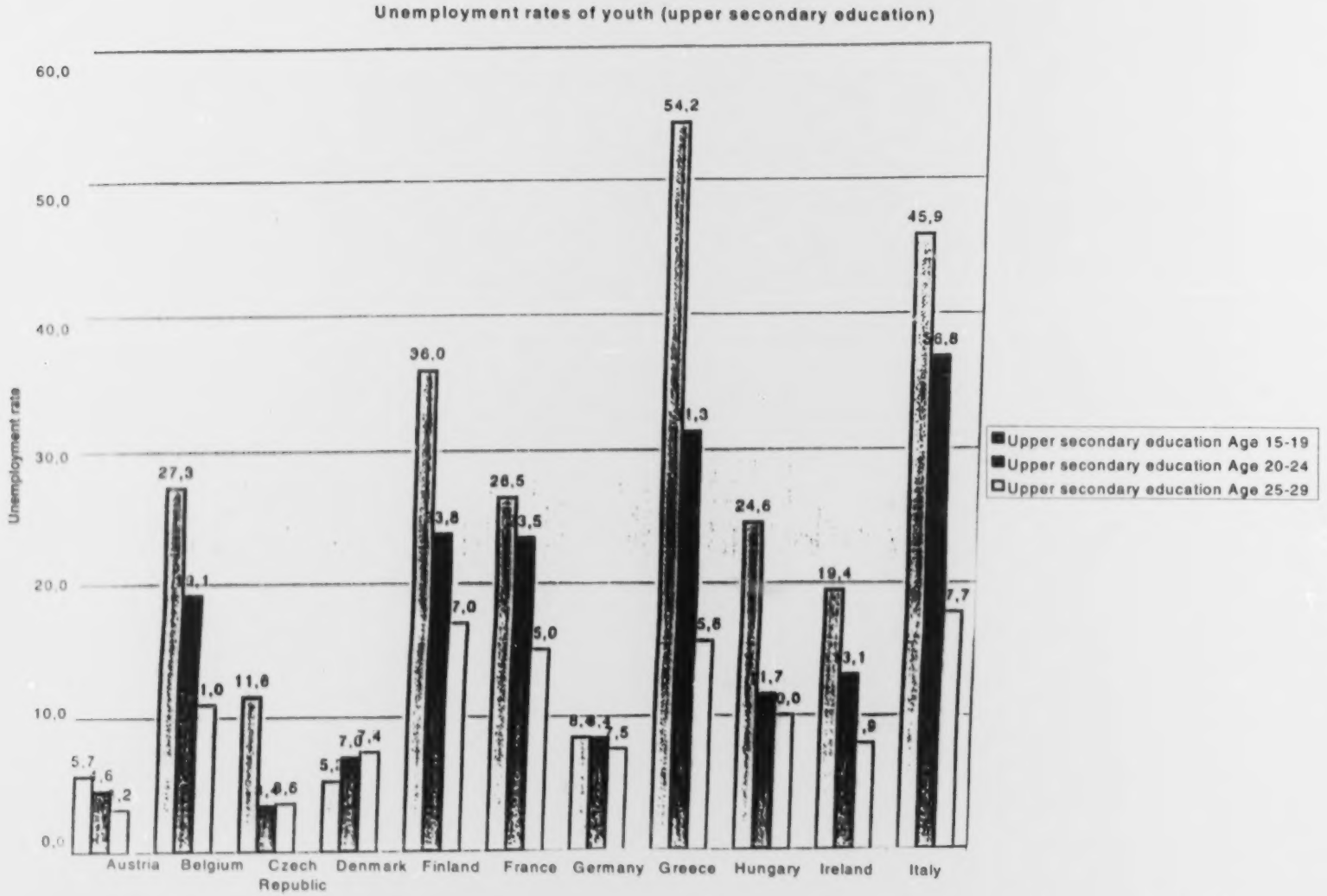
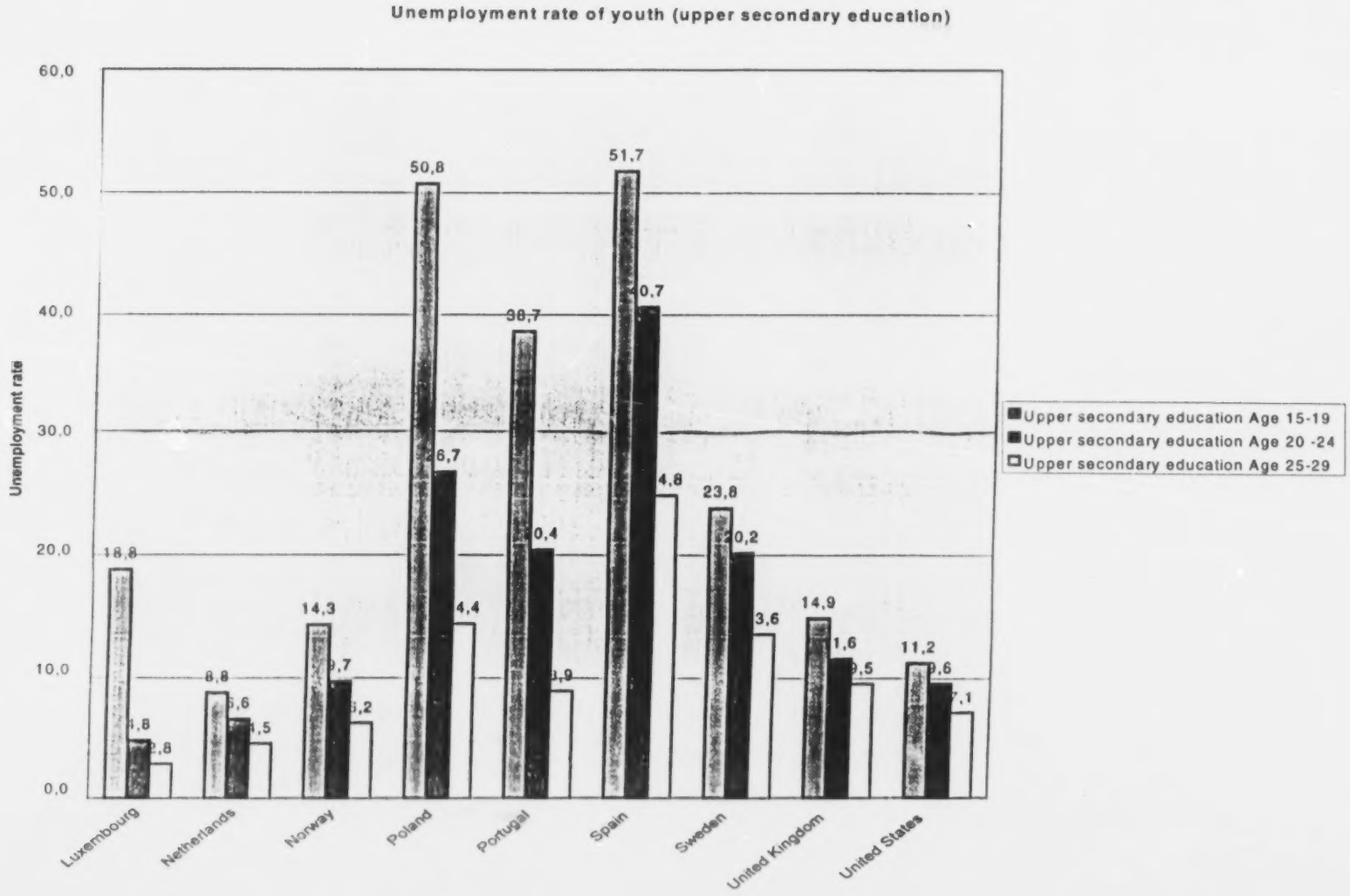
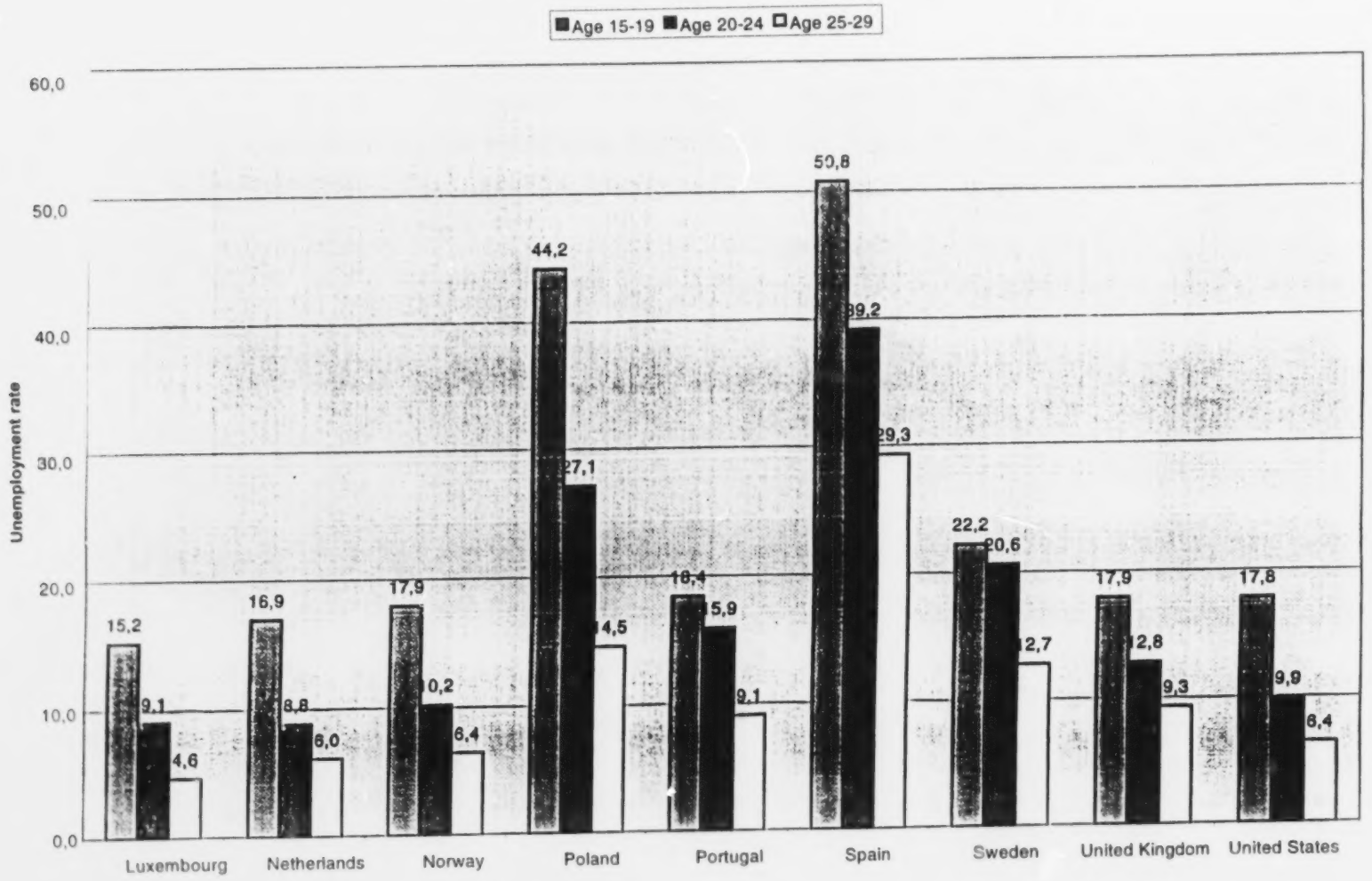

Unemployment rates of youth (upper secondary education)
Unemployment rate
60,0
50,0
40,0
30,0
20,0
10,0
0,0
Austria
Belgium
Czech Republic
Denmark
Finland
France
Germany
Greece
Hungary
Ireland
Italy
Upper secondary education Age 15-19
Upper secondary education Age 20-24
Upper secondary education Age 25-29


Unemployment rate of youth (upper secondary education)
Unemployment rate
60,0
50,0
40,0
30,0
20,0
10,0
0,0
18,8
8,8
2,8
8,8
5,6
4,5
14,3
9,7
6,2
50,8
26,7
14,4
38,7
20,4
9,9
51,7
30,7
24,8
23,8
20,2
13,6
14,9
11,6
9,5
11,2
9,6
7,1
Luxembourg
Netherlands
Norway
Poland
Portugal
Spain
Sweden
United Kingdom
United States
Upper secondary education Age 15-19
Upper secondary education Age 20 -24
Upper secondary education Age 25-29

Unemployment rates of youth (All Levels of Education)



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Expected years in education and work of the population 15 to 29 years of age (1985, 1996)

	Expected years in education			Expected years not in education			
	Not employed	Employed	Total	Employed	Unemployed	Not in Labour Force	Total
Austria 1996	4,3	2,1	6,4	7,3	0,5	0,8	8,6
Belgium 1985	5,5	0,3	5,7	6,6	1,4	1,2	9,3
B 1996	6,3	0,4	6,6	6,1	1,0	1,2	8,4
Canada 1985	3,5	1,9	5,4	6,7	1,4	1,5	9,6
C 1996	4,2	2,4	6,6	6,0	1,1	1,3	8,4
Denmark 1985	2,7	3,9	6,6	6,9	1,0	0,6	8,4
D 1996	3,0	4,9	8,0	5,8	0,6	0,7	7,0
Finland 1996	6,4	1,5	7,9	4,9	1,2	0,9	7,1
France 1985	4,5	0,7	5,2	6,8	1,7	1,2	9,8
F 1996	6,5	0,7	7,2	5,4	1,5	0,8	7,8
Germany 1985	4,3	2,0	6,3	6,7	0,7	1,3	8,7
G 1996	5,0	2,4	7,3	5,8	0,7	1,1	7,7
Greece 1985	4,4	0,2	4,6	6,2	1,2	2,9	10,4
G 1996	5,6	0,1	5,7	5,8	1,6	1,8	9,3
Ireland 1985	3,6	0,5	4,1	7,1	2,0	1,7	10,9
I 1996	5,0	0,6	5,7	7,0	1,2	1,1	9,3
Italy 1985	4,5	0,2	4,7	6,4	1,8	2,1	10,3
I 1996	5,9	0,2	6,1	5,1	1,7	2,0	8,9
Netherlands 1985	4,2	2,8	7,0	5,7	0,8	1,4	8,0
N 1996	3,8	3,7	7,5	5,6	0,5	1,4	7,5
Portugal 1985	3,1	0,5	3,6	8,1	1,5	1,8	11,4
P 1996	5,7	0,8	6,5	6,7	0,9	0,9	8,5
Spain 1985	4,5	n	4,5	5,3	3,1	2,0	10,5
S 1996	6,5	0,5	7,0	4,7	2,2	1,0	8,0
United States 1985	3,6	2,0	5,6	7,0	1,2	1,2	9,4
US 1996	3,6	2,6	6,2	6,6	0,6	1,4	8,7
Country mean[1]	**4,0**	**1,4**	**5,3**	**6,6**	**1,5**	**1,6**	**9,7**
	5,1	**1,6**	**6,7**	**5,9**	**1,2**	**1,2**	**8,3**

1. Excludes Austria and Finland.
2. The mean specified for 1985 also includes countries for which the reference year was 1986 or 1987.

Sources: European countries: European Union Labour Force Survey (EUROSTAT); United States: Current Population Survey; Canada: Labour Force Survey.

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Expected years in education and work of men 15 to 29 years of age (1985, 1996)

	Year	Expected years in education			Expected years not in education			
		Not employed	Employed	Total	Employed	Unemployed	Not in Labour Force	Total
Austria	1996	4,1	2,7	6,8	7,3	0,6	0,4	8,2
Belgium	1985	5,5	0,4	5,8	7,5	1,0	0,6	9,2
	1996	6,2	0,4	6,6	6,7	0,9	0,8	8,4
Canada	1985	3,6	1,8	5,5	7,1	1,7	0,7	9,5
	1996	4,2	2,3	6,5	6,4	1,3	0,8	8,5
Denmark	1985	2,4	4,1	6,5	7,4	0,8	0,3	8,5
	1996	2,7	5,2	7,9	6,2	0,5	0,4	7,1
Finland	1996	6,2	1,6	7,8	5,4	1,3	0,4	7,2
France	1985	4,4	0,9	5,2	7,8	1,7	0,3	9,8
	1996	6,3	0,8	7,1	6,1	1,5	0,3	7,9
Germany	1985	4,4	2,3	6,7	7,3	0,7	0,3	8,3
	1996	4,9	2,6	7,6	6,1	0,8	0,4	7,4
Greece	1985	4,8	0,3	5,1	8,2	1,1	0,5	9,9
	1996	5,6	0,2	5,8	7,4	1,3	0,6	9,2
Ireland	1985	3,5	0,7	4,2	8,1	2,5	0,3	10,8
	1996	4,8	0,7	5,5	7,5	1,5	0,6	9,5
Italy	1985	4,6	0,2	4,9	8,0	1,7	0,5	10,1
	1996	5,7	0,2	6,0	6,1	1,8	1,1	9,0
Netherlands	1987	4,4	3,4	7,7	6,1	0,7	0,5	7,3
	1996	3,8	3,9	7,8	5.7	0.5	1,0	7,2
Portugal	1986	2,8	0,6	3,4	9,7	1,3	0,6	11,6
	1996	5,3	0,7	6,1	7,4	0,9	0,7	8,9
Spain	1986	4,4	0,0	4,5	6,6	3,5	0,4	10,5
	1996	6,1	0,5	6,6	5,6	2,2	0,6	8,4
United States	1985	3,7	2,1	5,8	7,8	1,3	0,1	9,3
	1996	3,8	2,5	6,3	7,4	0,7	0,7	8,7
Country mean[1]	**1985[2]**	**4,0**	**1,4**	**5,4**	**7,6**	**1,5**	**0,4**	**9,6**
	1996	**5,0**	**1,7**	**6,6**	**6,6**	**1,2**	**0,7**	**8,4**

1. Excludes Austria and Finland.
2. The mean specified for 1985 also includes countries for which the reference year was 1986 or 1987.

Sources: European countries: European Union Labour Force Survey (EUROSTAT); United States: Current Population Survey; Canada: Labour Force Survey.

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Expected years in education and work of women 15 to 29 years of age (1985, 1996)

	Expected years in education			Expected years not in education			
	Not employed	Employed	Total	Employed	Unemployed	Not in Labour Force	Total
Austria 1996	4,5	1,6	6,0	7,3	0,5	1,2	9,0
Belgium 1985	5,4	0,2	5,7	5,7	1,8	1,8	9,3
B 1996	6,4	0,3	6,7	5,5	1,2	1,6	8,3
Canada 1985	3,4	1,9	5,3	6,3	1,1	2,3	9,7
C 1996	4,2	2,6	6,7	5,6	0,8	1,8	8,3
Denmark 1985	3,0	3,7	6,7	6,3	1,1	0,8	8,3
D 1996	3,4	4,6	8,0	5,4	0,6	1,0	7,0
Finland 1996	6,6	1,5	8,0	4,4	1,1	1,4	7,0
France 1985	4,6	0,6	5,2	6,0	1,7	2,1	9,8
F 1996	6,7	0,7	7,4	4,7	1,6	1,3	7,6
Germany 1985	4,2	1,8	5,9	6,1	0,7	2,2	9,1
G 1996	5,0	2,1	7,1	5,5	0,6	1,7	7,9
Greece 1985	4,2	0,2	4,3	4,4	1,3	4,9	10,7
G 1996	5,6	0,1	5,7	4,4	1,9	2,9	9,3
Ireland 1985	3,7	0,4	4,0	6,2	1,6	3,1	11,0
I 1996	5,3	0,6	5,8	6,6	1,0	1,6	9,2
Italy 1985	4,4	0,1	4,5	4,8	2,0	3,7	10,5
I 1996	6,1	0,2	6,3	4,1	1,7	2,9	8,7
Netherlands 1985	4,1	2,2	6,3	5,4	0,8	2,4	8,7
N 1996	3,8	3,5	7,3	5,4	0,4	1,8	7,7
Portugal 1985	3,4	0,4	3,8	6,7	1,6	3,0	11,2
P 1996	6,1	0,8	6,9	5,9	1,0	1,2	8,1
Spain 1985	4,6	0,0	4,6	3,9	2,7	3,8	10,4
S 1996	7,0	0,5	7,5	3,7	2,3	1,5	7,5
United States 1985	3,5	2,0	5,5	6,2	1,1	2,2	9,5
US 1996	3,7	2,7	6,4	5,9	0,6	2,2	8,6
Country mean[1]	**4,0**	**1,1**	**5,2**	**5,7**	**1,5**	**2,7**	**9,8**
	5,3	**1,6**	**6,8**	**5,2**	**1,1**	**1,8**	**8,2**

1. Excludes Austria and Finland.
2. The mean specified for 1985 also includes countries for which the reference year was 1986 or 1987.

Sources: European countries: European Union Labour Force Survey (EUROSTAT); United States: Current Population Survey; Canada: Labour Force Survey.

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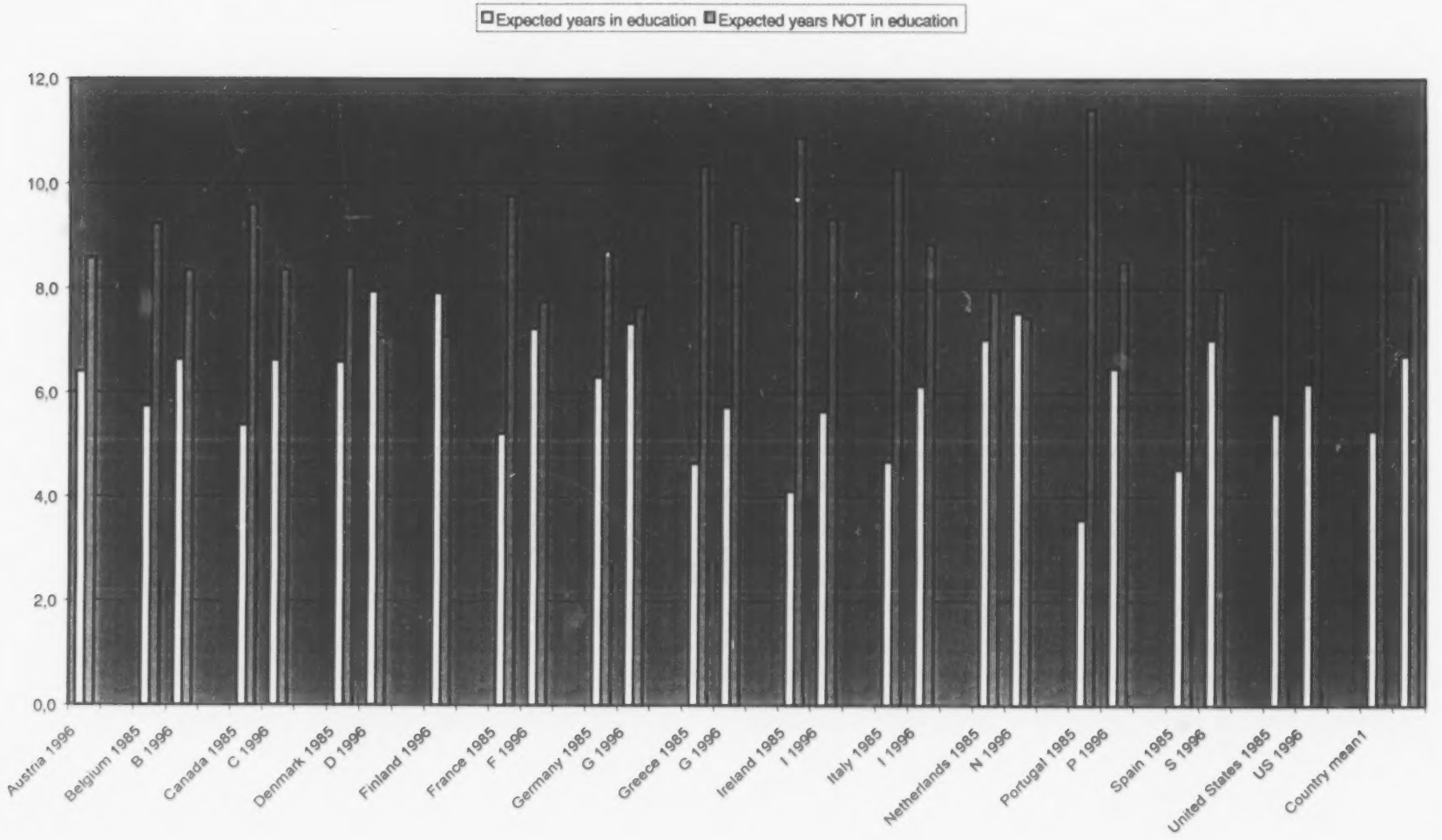
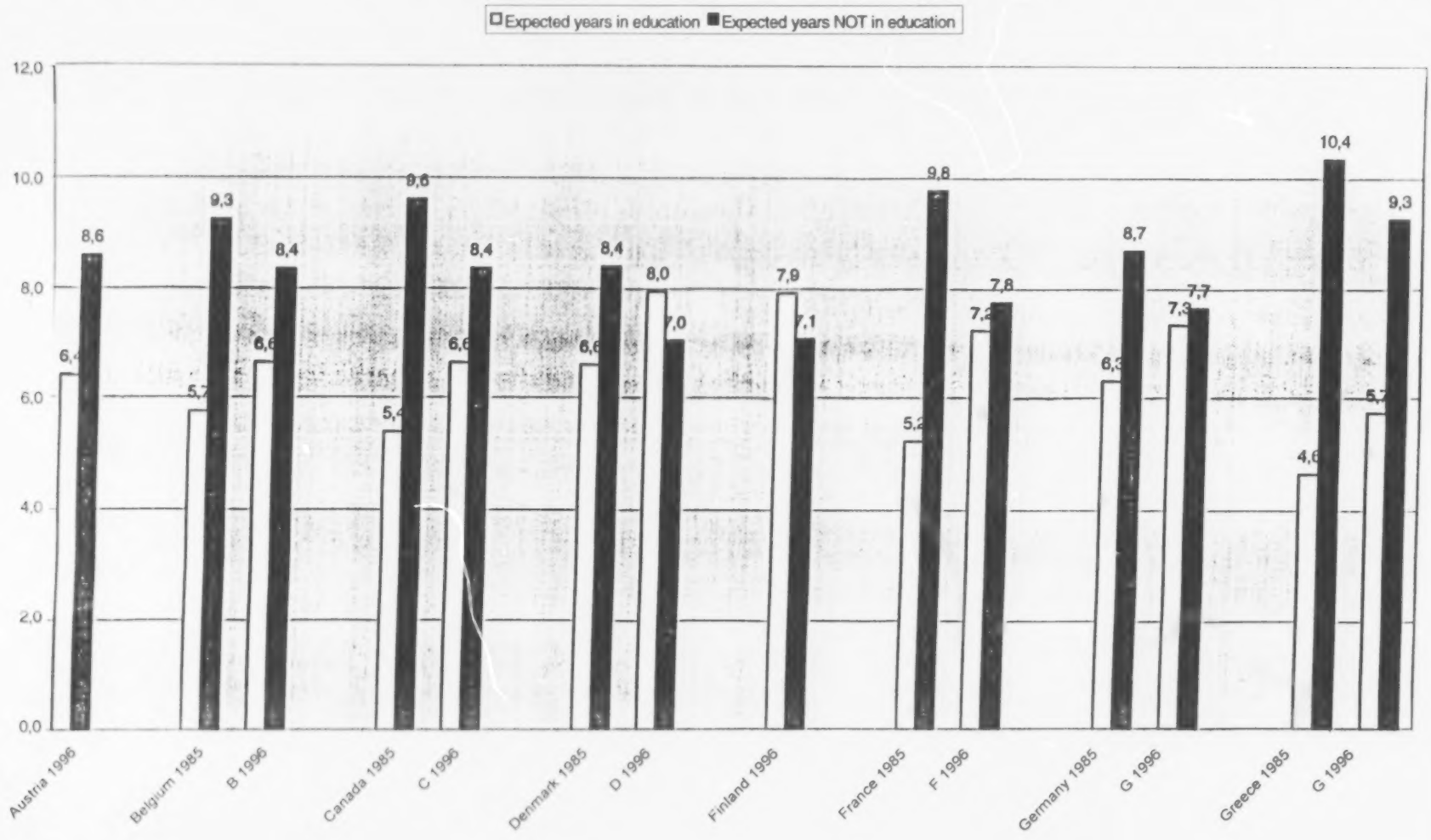
Expected years in education of the population aged 15-29



Expected years in education of the population aged 15-29



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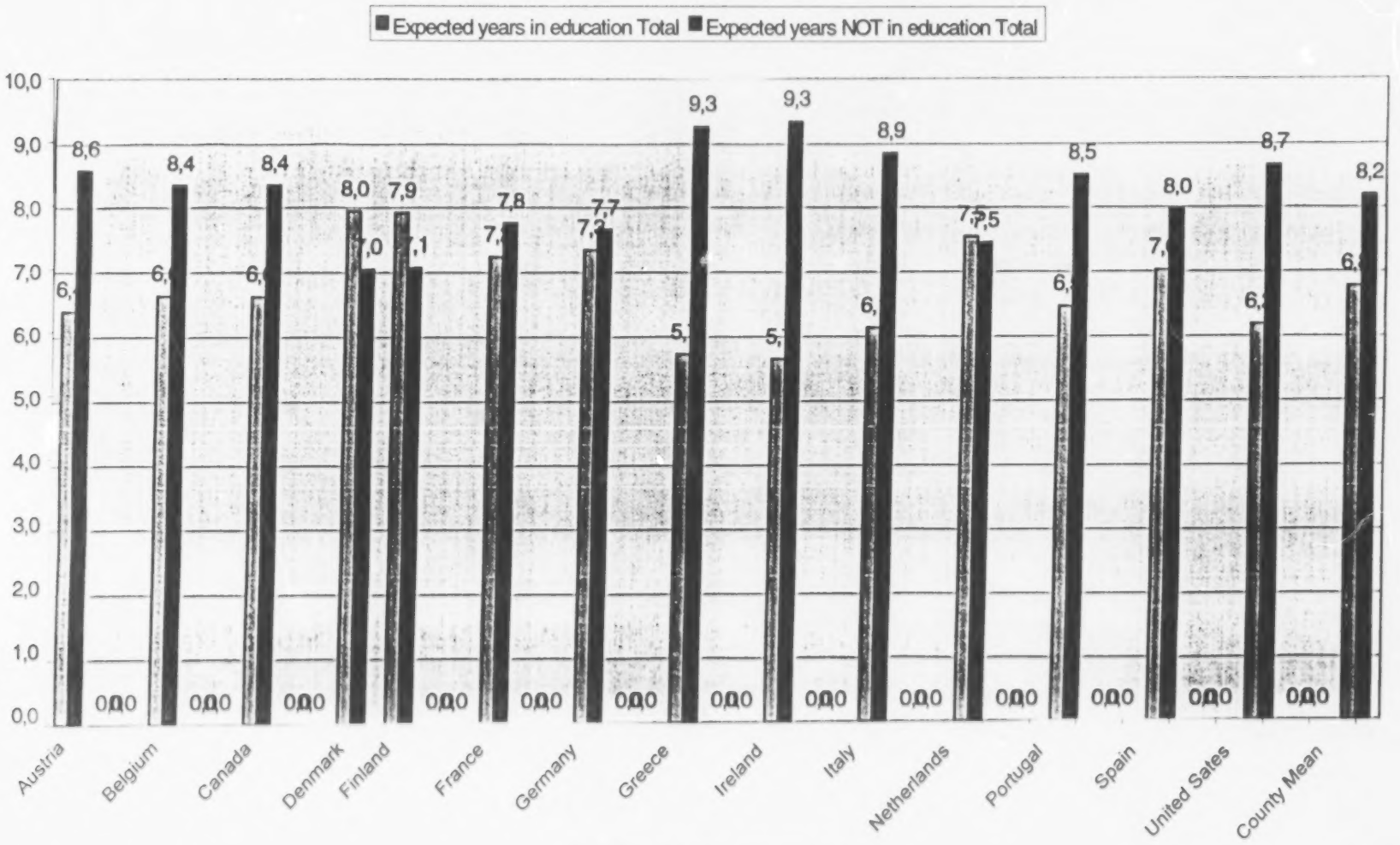
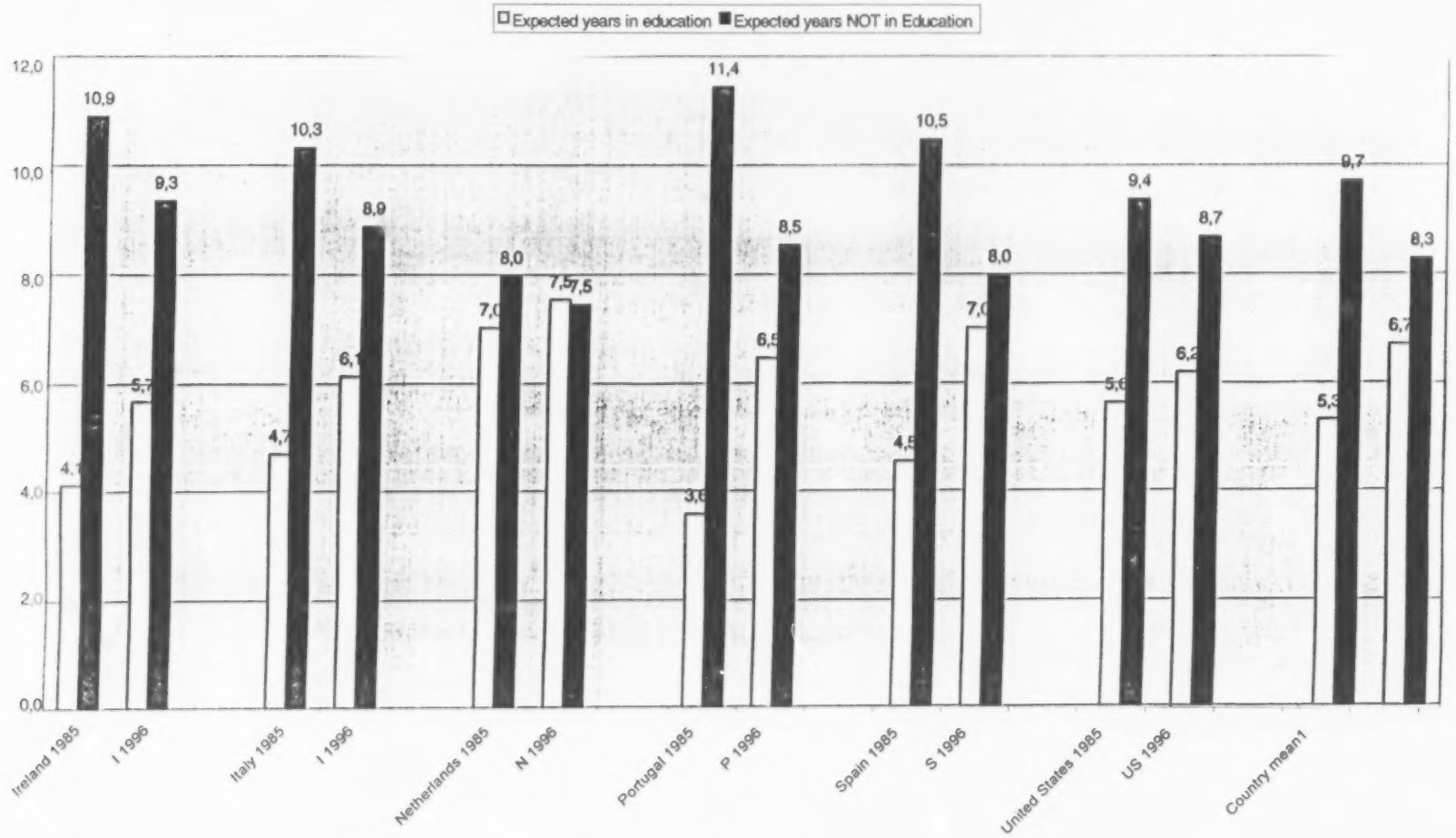
Expected Years of Education of the population between 15-29 years of age (1996)



Expected years in education of the population aged 15-29



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Components of Income (in %)

	BE	DK	GE	GREECE	SP	IRL	ITA	LUX	NETHERL	AUT	POR	UK
Income from work	60,2	72,8	71,9	70,2	79,2	72,4	73,1	70,8	66	66,2	78,3	70,1
Non Work private income	6,3	4	4,6	9,5	3,7	1,8	3,4	4,5	5	3,4	2,7	4,2
Social Transfers	33,5	23,2	23,3	19,6	17,5	26,1	23,8	24,4	29	30,5	19	25,7

Source: EUROSTAT -ECHP (1995)

The choice of cut-off point

	DK	GE	AUT	BE	FR	IRL	UK	LUX.	NETHERL.	ITA	GR	SPA	POR
Ratio mean/median (%)	109	112	111	111	113	127	123	118	120	114	120	119	123
Below 50% median	4,4	11	12,1	11	9,9	9,4	12	9,5	8,8	13	15	14,7	15,9
Below 60% median	9,7	18	17,7	18	17	22	21	15	14,2	19	21	21,2	22,5
Below 70% median	17	24	25,6	27	24	31	30	22,7	22,7	27	28	28,7	28,9
Below 40% mean	2,7	9,3	9,3	8,3	6,8	10	11	7,2	8,5	10	14	12,8	15,2
Below 50% mean	6,3	15	15	16	14	25	23	14,7	14	17	21	20,7	24
Below 60% mean	13	22	23,4	24	23	36	33	23,1	24,5	26	29	30	31,5
< mean	60	60	58,9	58	60	62	62	61,6	62,6	58	61	60,5	63,9

Source EUROSTAT- ECHP (1995)

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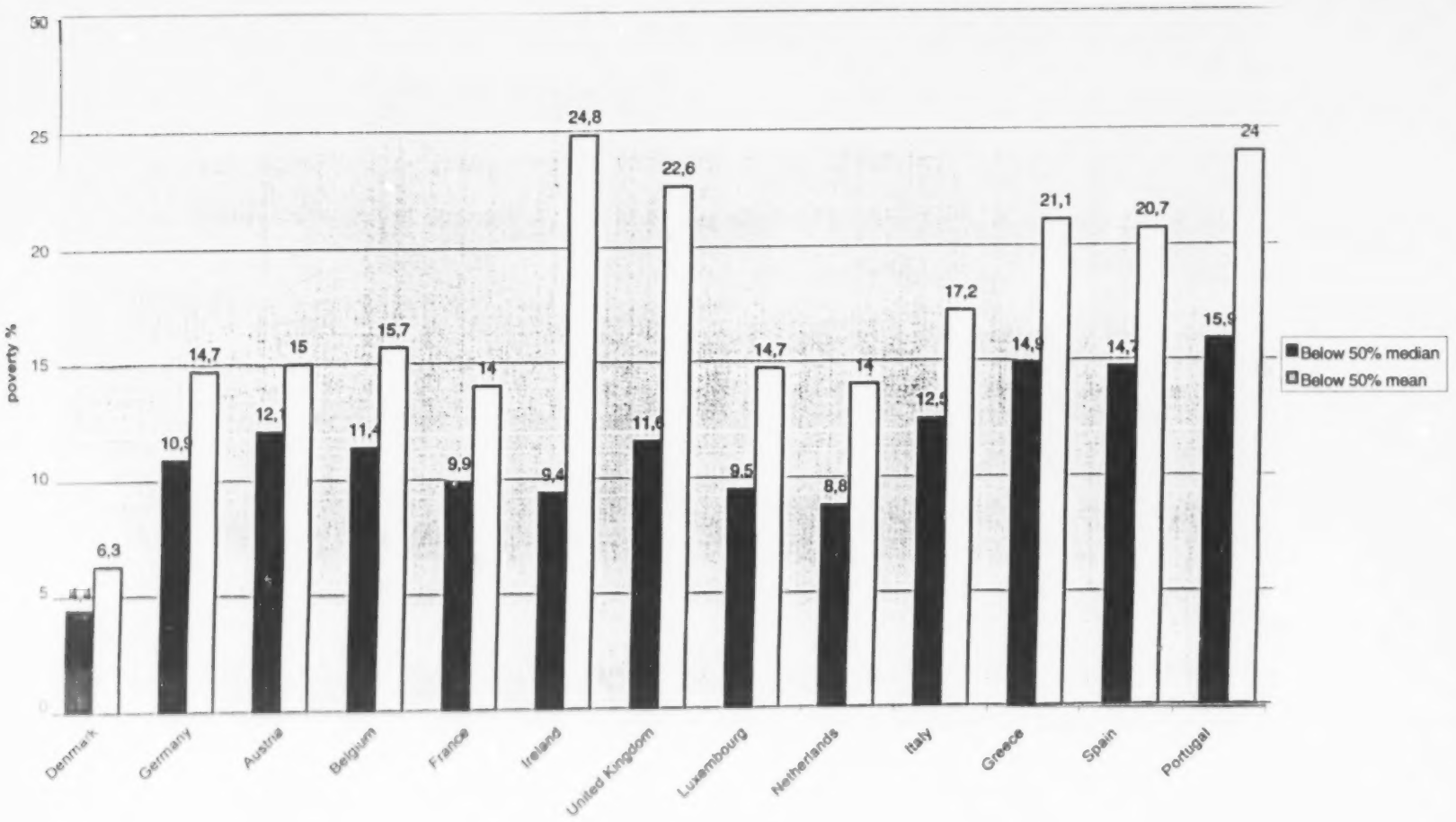
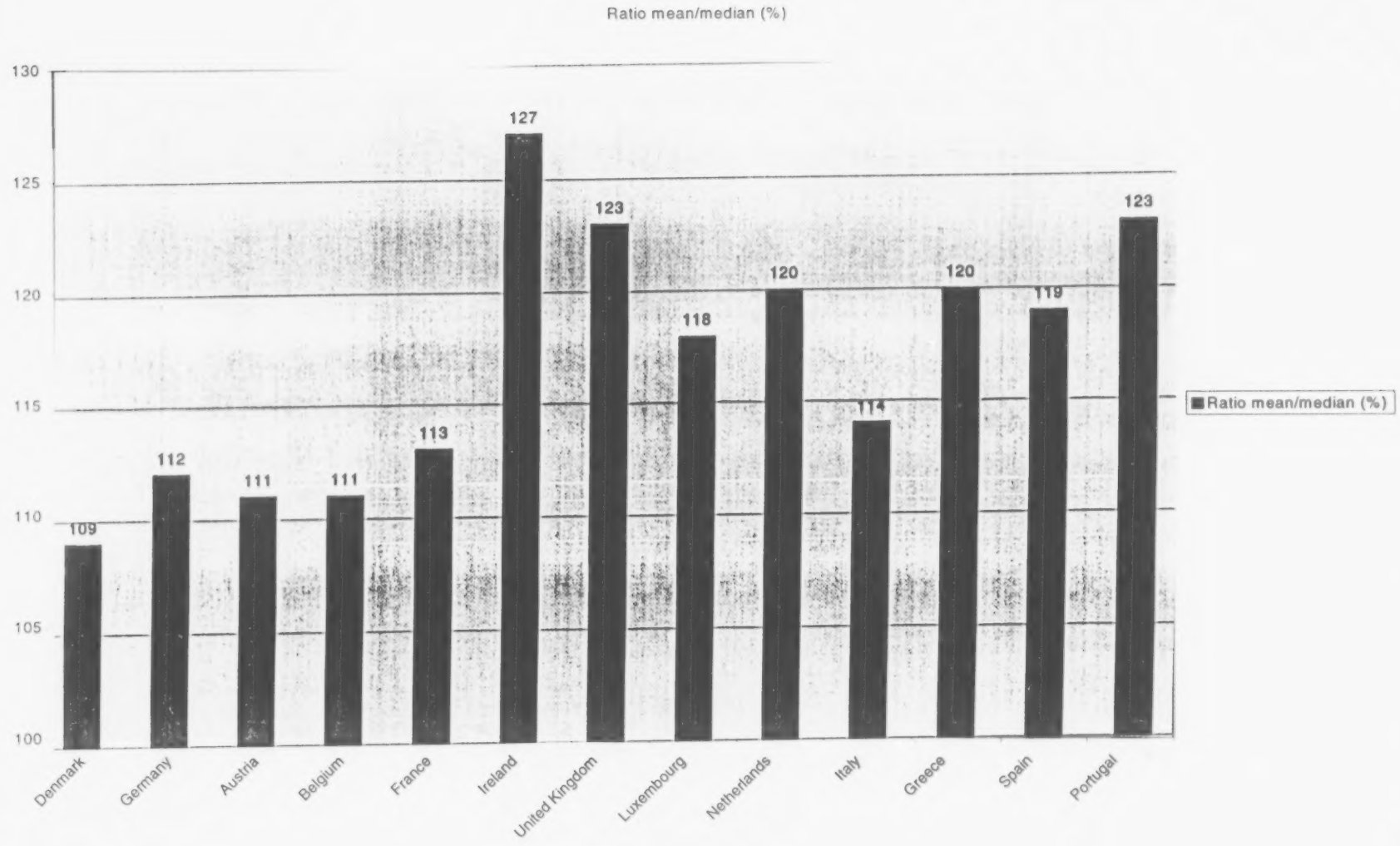
Components of Income in %

	Belgium	Denmark	Germany	Greece	Spain	Ireland	Italy	Luxembourg	Netherlands	Austria	Portugal	United Kingdom
Social Transfers	33,5	23,2	23,3	19,6	17,5	26,1	23,8	24,4	29	30,5	19	25,7
Non Work private income	6,3	4	4,6	9,5	3,7	1,8	3,4	4,5	5	3,4	2,7	4,2
Income from work	60,2	72,8	71,9	70,2	79,2	72,4	73,1	70,8	66	66,2	78,3	70,1

The importance of the choice of cut-off points (Median - Mean)





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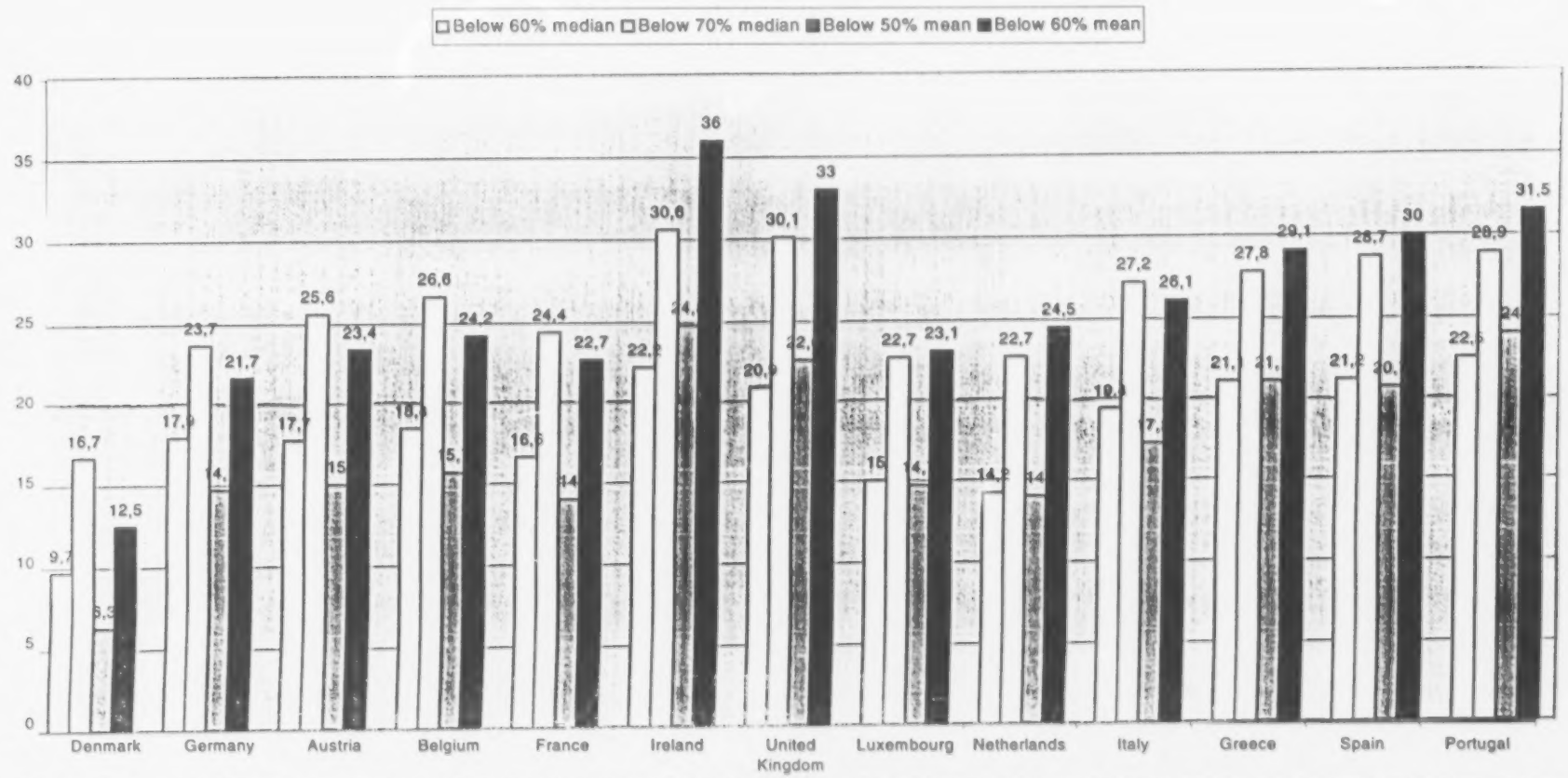
Choice of cut-off points for poverty rates



Poverty rates based on 50% of the mean income are fairly close to poverty rates based on 60% of the median income. This is due to the fact that the mean is roughly 20% higher than the median. Similar effect comparing 60% mean and 70% median.

Poverty rates based on the Median Equivalised Income According to Some Characteristics

Unit of Counting: Household Type

	Belgium	Denmark	Germany	France	Ireland	Luxembourg	Netherlands
ALL HOUSEHOLD	11,1	5,8	10,7	10,9	7,3	8,3	8,4
HOUSEHOLD TYPE							
1 adult old than 64 years	12,3	11,8	12,6	15,5	5,1	6,3	11,2
1 adult between 30 and 65 years	10,1	3,3	8,3	10,5	2,5	5,9	5,9
1adult younger than 30 years	22,2	27,6	21,5	32,7	6,3	10,3	15,1
1adult with children	8,3	4	20,2	23,1	30,8	37	18,6
Couple, 1 person older than 64	12,4	2,8	9,6	10,9	1,2	5,4	19,8
Couple, older person under 65	8,2	1,6	7,2	6,9	2,9	6,7	2,2
Couple, 1 child	7,4	2,1	7,9	3,9	1,8	8,9	7,9
Couple, 2 children	9,8	1	10,5	4,6	4,4	5,2	5,9
Couple 3 or more children	14,3	7,1	14	11,1	13,9	20,5	13,8
Nuclear family with children, 1 child older than 16	11,9	4,4	12,1	9,3	9,5	9,8	8,8
Other, with all members related	17,4	1,9	14,2	6,8	1,4	5,9	10,6
Other, with some members unrelated	11,2	5,4	1,5	8,6	1,7	0	19,5

Unit of Counting: Person

	Belgium	Denmark	Germany	France	Ireland	Luxembourg	Netherlands
ALL HOUSEHOLD	11,4	4,4	10,9	9,9	9,4	9,2	8,8
HOUSEHOLD TYPE							
1 adult old than 64 years	12,3	11,8	12,6	15,5	5,1	6,3	11,2
1 adult between 30 and 65 years	10,3	3,3	8,3	10,5	2,5	5,9	5,9
1adult younger than 30 years	22,2	27,6	21,5	32,7	6,3	10,3	15,1
1adult with children	9	4,5	21	24,1	30,1	37,5	22,8
Couple, 1 person older than 64	12,3	2,8	9,6	10,9	1,2	5,4	19,8
Couple, older person under 65	8,2	1,6	7,2	6,9	2,9	6,7	2,2
Couple, 1 child	7,4	2,1	7,9	3,9	1,8	8,9	7,9
Couple, 2 children	9,7	1	1,5	4,6	4,4	5,2	5,9
Couple 3 or more children	14,8	7,3	14,4	12,8	14,8	21,1	14,1
Nuclear family with children, 1 child older than 16	12	5	12,8	10,8	11,9	10,6	9,6
Other, with all members related	21,4	1,2	15,3	8	1,6	7,3	10,9
Other, with some members unrelated	27	4,4	2,2	7,8	2,3	0	22,1

Sources: EUROSTAT - ECHP (1995)

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Poverty rates based on the Median Equivalised Income According to Some Characteristics

Unit of Counting: Household Type

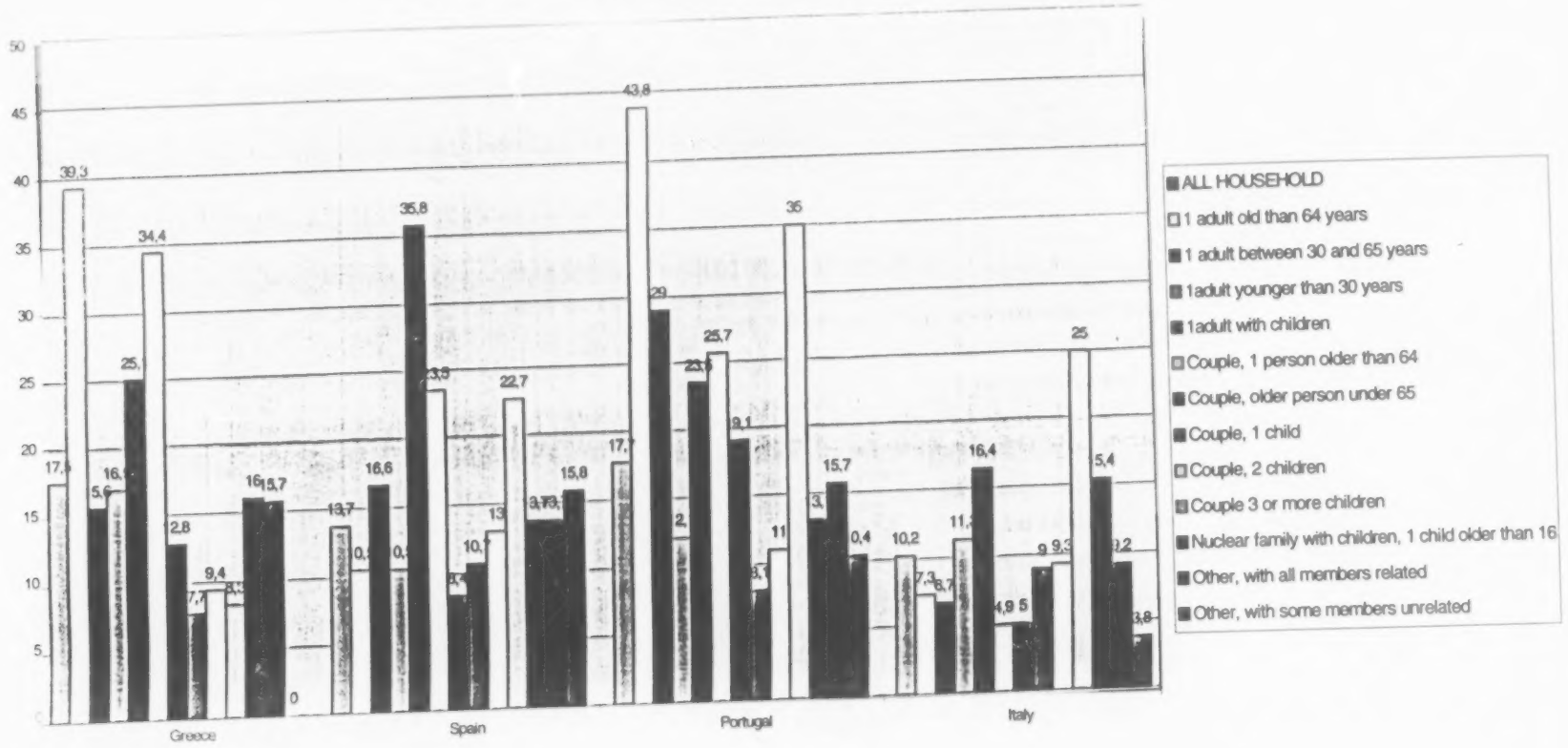
	Austria	United Kingdom	Greece	Spain	Portugal	Italy
ALL HOUSEHOLD	11,5	11,4	17,5	13,7	17,7	10,2
HOUSEHOLD TYPE						
1 adult old than 64 years	9,3	19,8	39,3	10,5	43,8	7,3
1 adult between 30 and 65 years	10,3	11	15,6	16,6	29	6,7
1adult younger than 30 years	18,3	18,1	16,9	10,5	12,1	11,3
1adult with children	19,1	20,8	25,1	35,8	23,5	16,4
Couple, 1 person older than 64	8,5	12,1	34,4	23,5	25,7	4,9
Couple, older person under 65	9,4	5,5	12,8	8,4	19,1	5
Couple, 1 child	15,5	7	7,7	10,7	8,1	9
Couple, 2 children	12,8	7,9	9,4	13	11	9,3
Couple 3 or more children	24,6	19,9	8,3	22,7	35	25
Nuclear family with children, 1 child older than 16	9,7	6,6	16	13,7	13,1	15,4
Other, with all members related	11,5	16,8	15,7	13,7	15,7	9,2
Other, with some members unrelated	6,8	8,8	0	15,8	10,4	3,8

Unit of Counting: Person

	Austria	United Kingdom	Portugal	Greece	Spain	Italy
ALL HOUSEHOLD	12	11,6	15,9	14,9	14,7	12,5
HOUSEHOLD TYPE						
1 adult old than 64 years	9,3	19,8	43,8	39,3	10,5	7,3
1 adult between 30 and 65 years	10,3	11	29	15,6	16,6	6,7
1adult younger than 30 years	18,3	18,1	12,1	16,9	10,5	11,3
1adult with children	20,6	23	28,4	26,2	39,2	14,7
Couple, 1 person older than 64	8,5	12,1	25,7	34,4	23,5	4,8
Couple, older person under 65	9,4	5,5	19,1	12,8	8,4	5
Couple, 1 child	15,5	7	8,1	7,7	10,7	8,8
Couple, 2 children	12,8	7,9	11	9,4	13	9,2
Couple 3 or more children	24,5	21,2	36,6	8,4	23,1	26
Nuclear family with children, 1 child older than 16	9,6	7,1	13,2	14,9	15,1	17,3
Other, with all members related	11,1	18	15,3	15,6	15,2	10,6
Other, with some members unrelated	8,2	9,9	10,1	0	13,8	5,3

Sources: EUROSTAT - ECHP (1995)

Poverty rates based on the Median Equivalent Income (unit of counting: Household)



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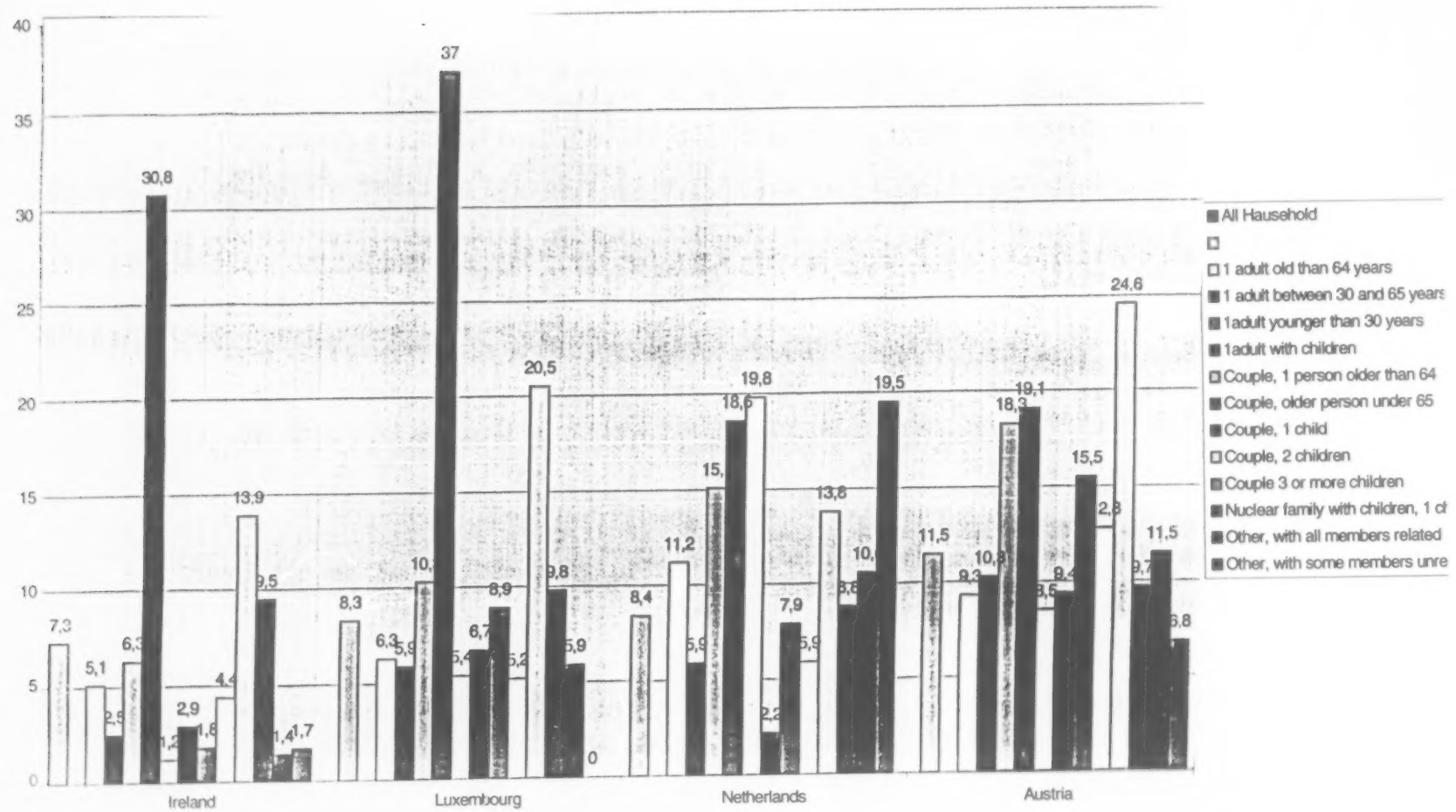
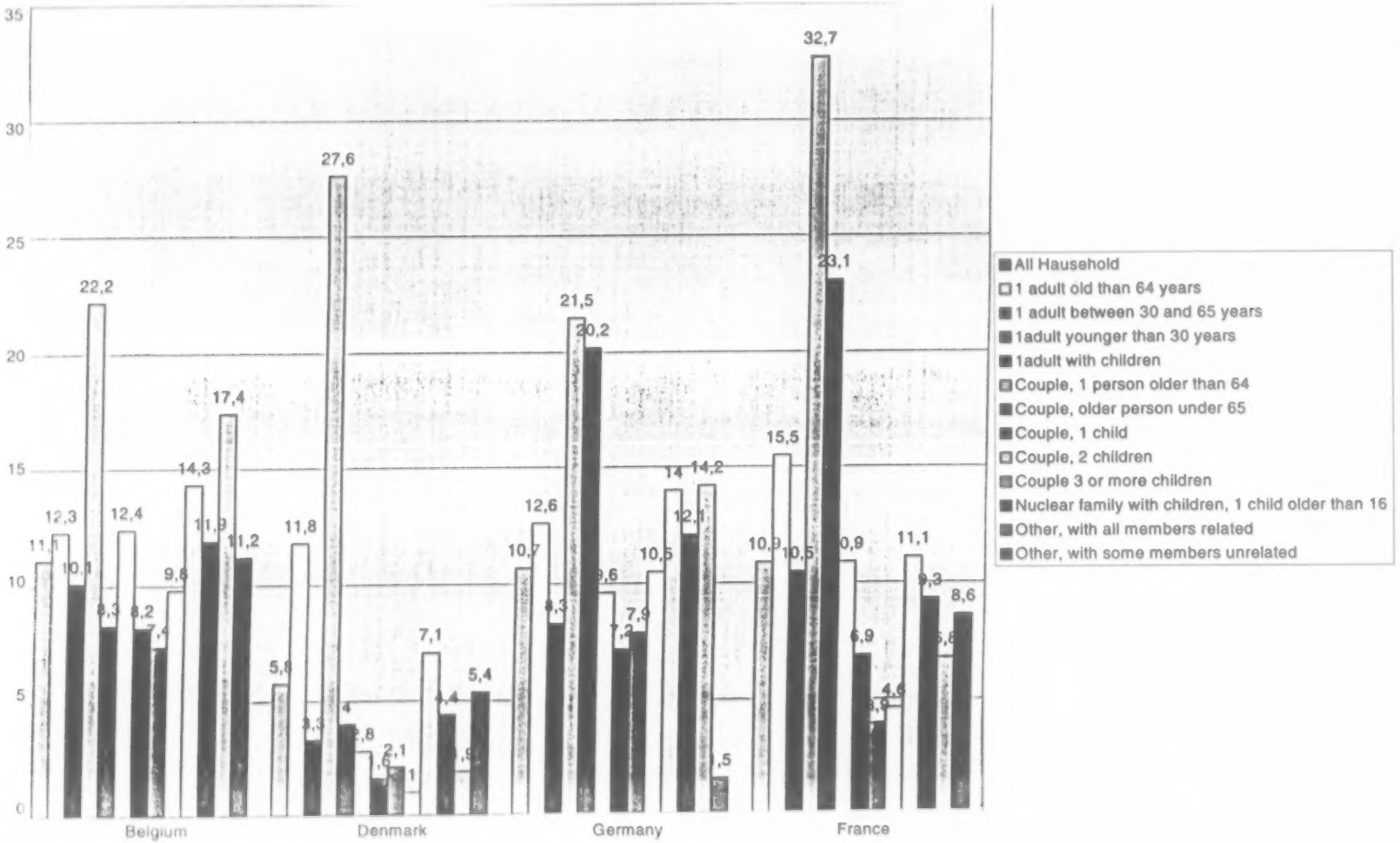
Poverty Rates based on the Median Equivalised Income (Unit of Counting Household)



Poverty Rates based on the Median Equivalised Income (Unit of counting: Household)



East Countries Statistics:

	Albania	Bulgaria	Belarus	Czech Republic	Estonia	Hungary	Croatia	Lithuania	Latvia	Macedonia	Moldova	Russian Fed.	Slovakia	Slovenia	Ukraina
Population (a)															
Number (1995)*1000	3293,5	8,459	10319,4	10333,2	1491,6	10245,7	4778	3717,7	2530	2142	4347,9	148542,7	5356,2	1989,5	51728,4
Annual Growth (1993/1994)	1,96	-0,3	0,21	-0,01	-1,04	-0,3	-0,05	-0,17	-1,42	0,93	-0,11	0,11	0,37	0,01	-0,74
Households and Families (b)															
Mean private Hausehold size	4,71	2,82		2,66		2,67	3,1			4,02			2,98	3,07	
Single Parent Families %						15,3								18	
1 person households (% population)	0,9	7,1				9,1	5,7			6,1					
Labour Force (c)															
Total Employment (x 1000)	850,5	3157,9	4696		461,7	4316,5	1109,4	1675	1345	396	2050	72071	2081	840	
Agriculture %	24,1	22,1	21,2		8,7	13,2	5,2	23,4	20	8,6	40	15,4	12,5	9,1	
Industry %	44,7	35,2	34,9		35,7	35,4	42,5	29,2	31,9	48,7	25,8	38,6	40,4	50,3	
Services %	31,2	42,7	40,1		55	51,4	52,3	46,8	32,64	39,4	31,4	41,2	47,2	40,6	
Total Unemployment %	6,5	12,4	1,8	3,2	2,2	10,4	17	4,4	6,5	32	1,1	0,8	12,7	14,4	
Women's participation (% active pop)	41,9					49,4	45,7	55,6	47,73	37,4			43,8	43,3	
Income Distribution (d)															
Lowest 20%		8,3	11,1	10,5	6,6	9,5		8,1	9,6		6,9	3,7	11,9	9,5	9,5
Highest 10%		24,7	19,4	23,5	31,3	22,6		28	22,1		25,8	38,7	18,2	23,8	20,8
Gini Index		30,8	21,6		39,5	27		33,6	27		2,7	49,6	19,5	28,2	25,7
Education (e)															
Primary Education Enrolement %	70,8	59,6	35,1	29,4	44,8	60,3	60,4	34,7	31,8	71,9	38,7	31,3	32,1	28,8	52,2
Secondary Education Enrolement %	26,4	25,8	55	62,3	45,9	31,7	28,3	53,8	59	20,6	50,7	50,2	61,1	59,8	36,3
Higher Education Enrolement %	2,8	14,6	8,9	7,3	9,4	8	11,3	11,5	9,1	7,5	10,6	18,5	6,8	11,4	11,5
Public Expenditure (% of GDP)		5,8	5,3	5,8	5,9	6,7		4,4	6,7	5	6,5	4,4	5,7	6,2	6,1
Social Protection (f)															
Soc. Prot. Expenditure % of GDP		36,3	57,2	60,6	56,4		53,6		61,3			54,1			
Soc. Security Expend (% total)		33	36,5	26,3	34	28,7	30,1	37							
Economic Indicators (g)															
GDP per capita (in US $)	380	1250	2160	3200	2820	3840	2560	1350	2320	820	870	2650	2250	7040	1910

(a) Source: Council of Europe 1994
(b) Source: National sources 1991 (b) Source: National sources 1991
(c) Source: International Labour Orghanisation (ILO) 1993 (1994 for Unemployment)
(d) Source: IBRD 1993
(e) Source: UNESCO 1993
(f) IBRD for Social Protection (1994) - IMF for Social Security (1993)
(g) IBRD 1994

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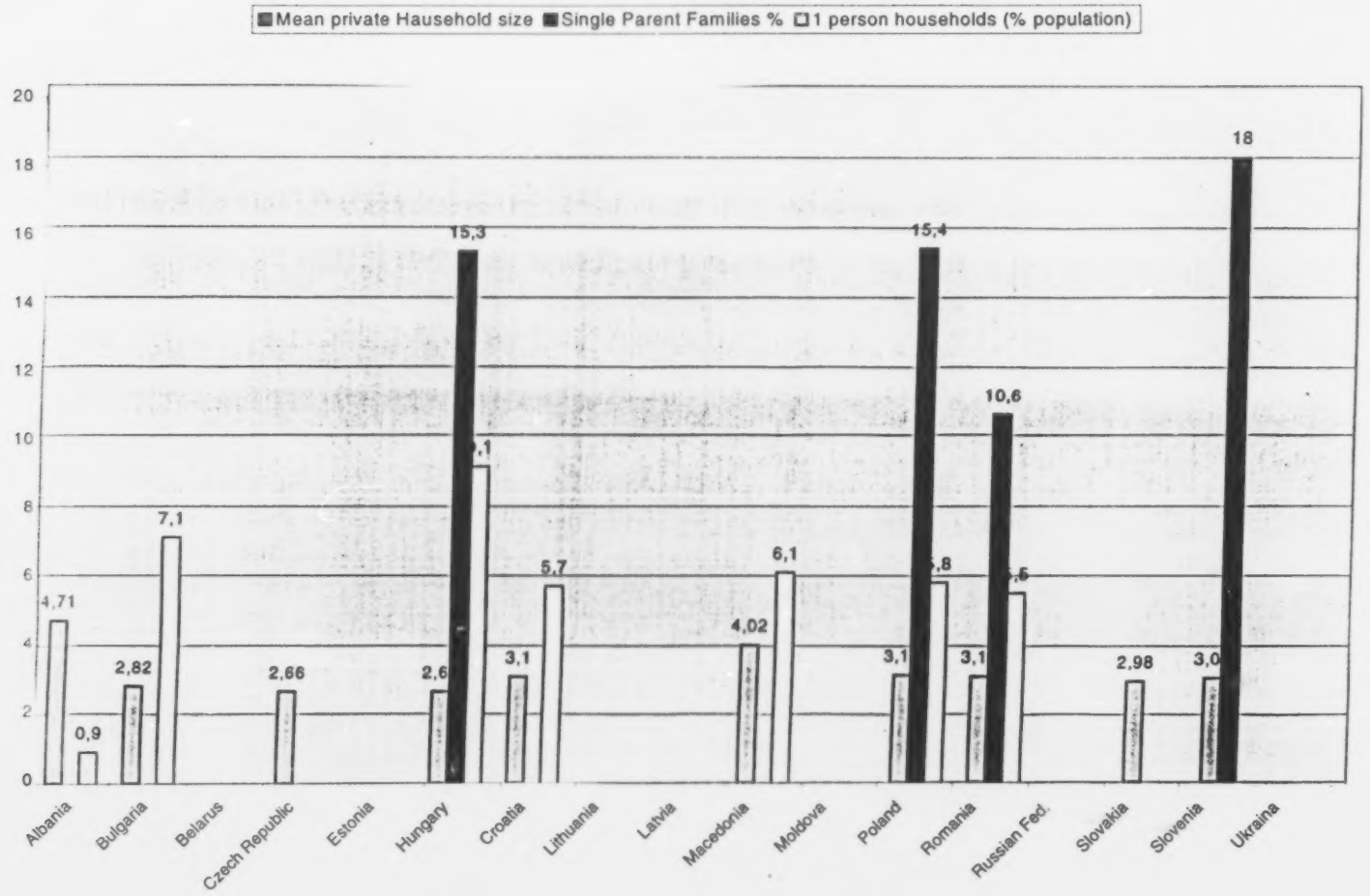
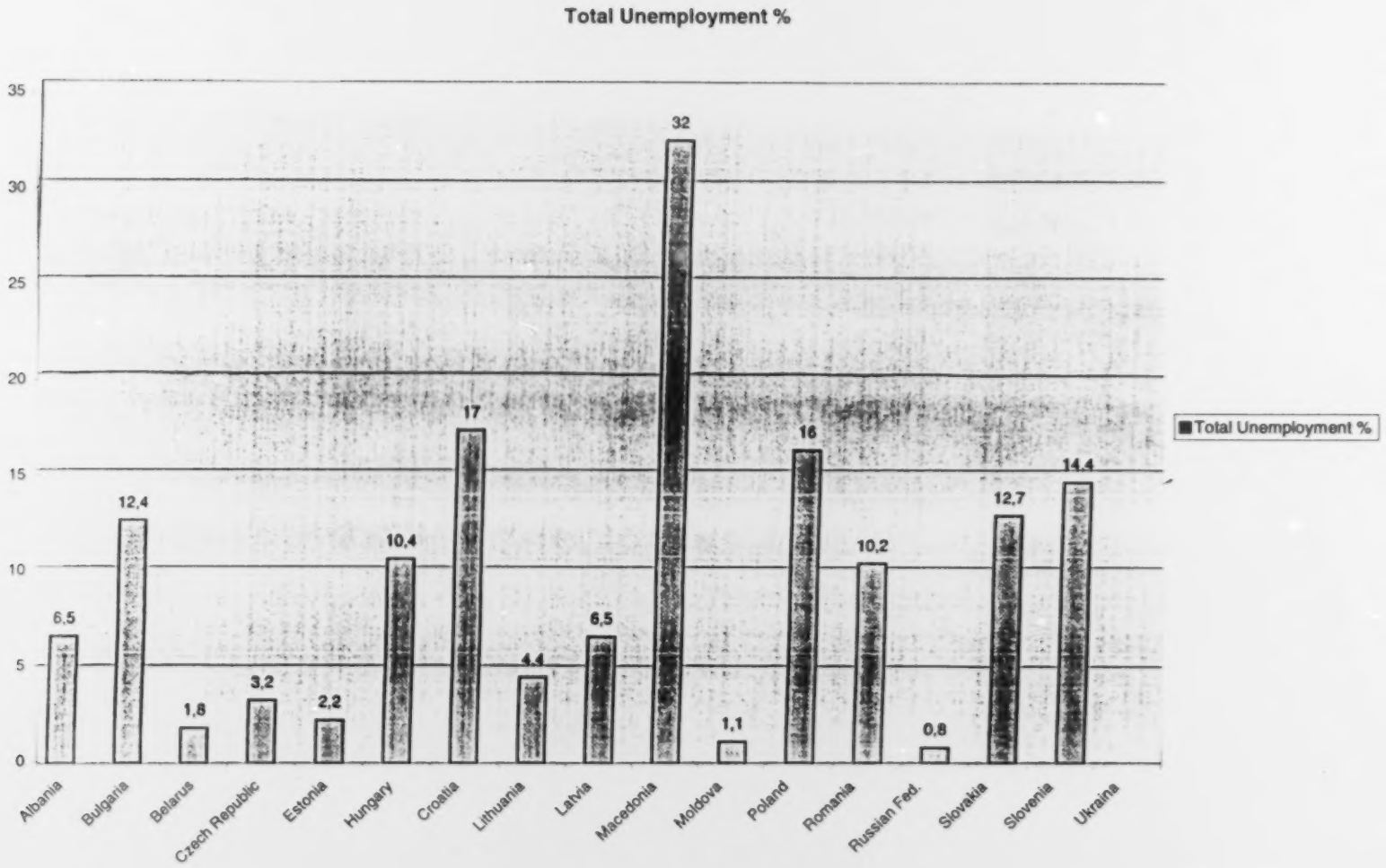
Households and Families





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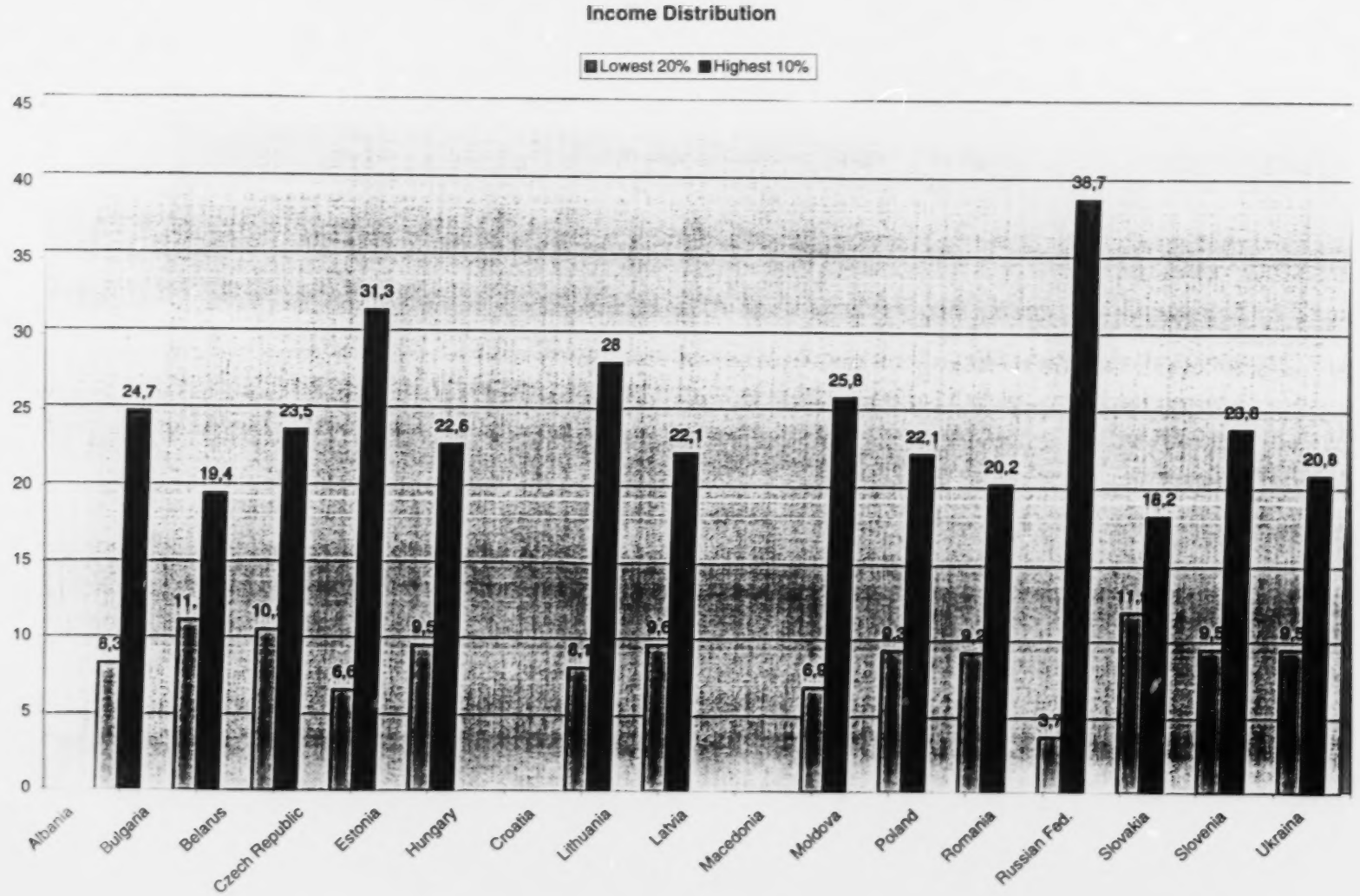
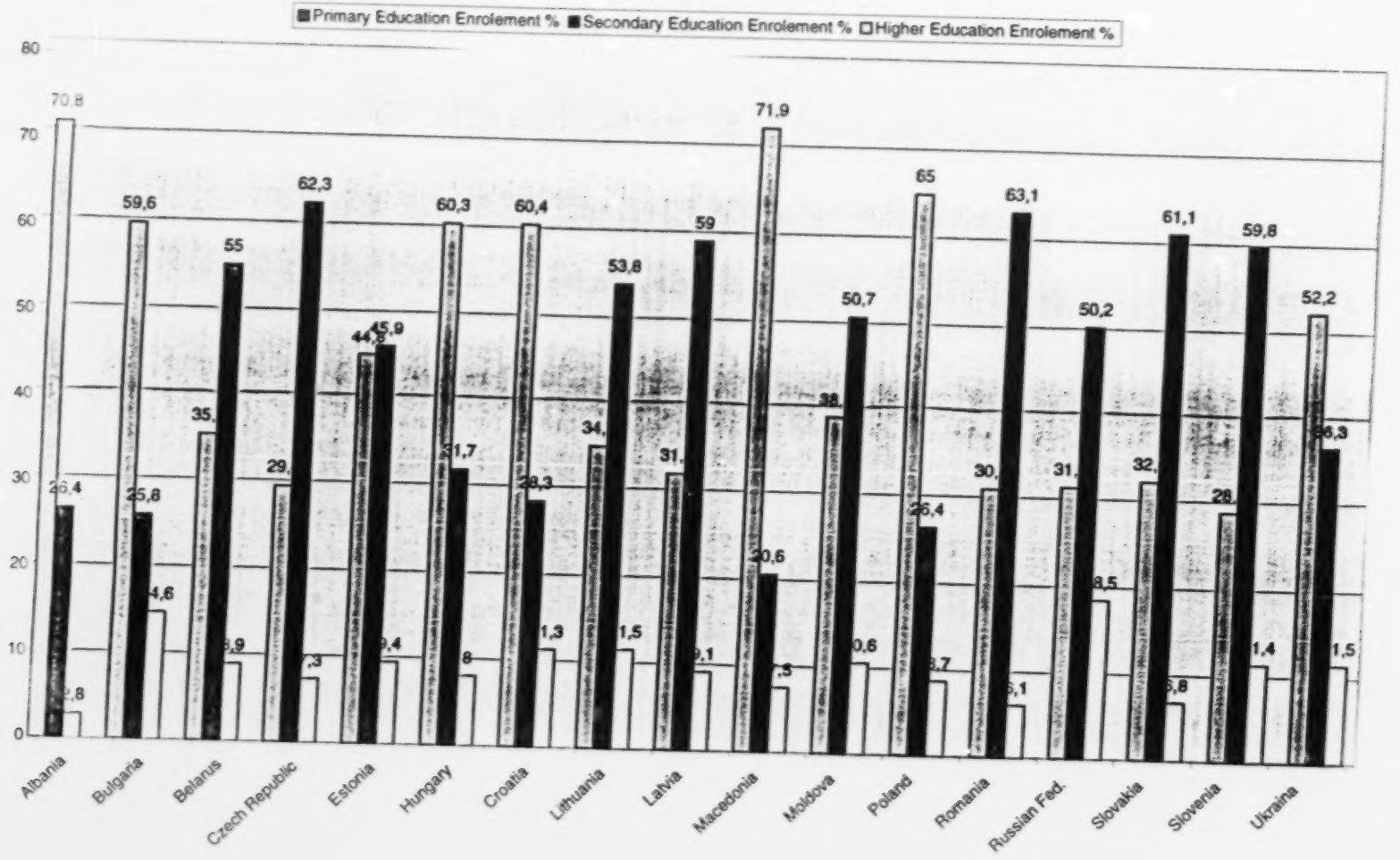
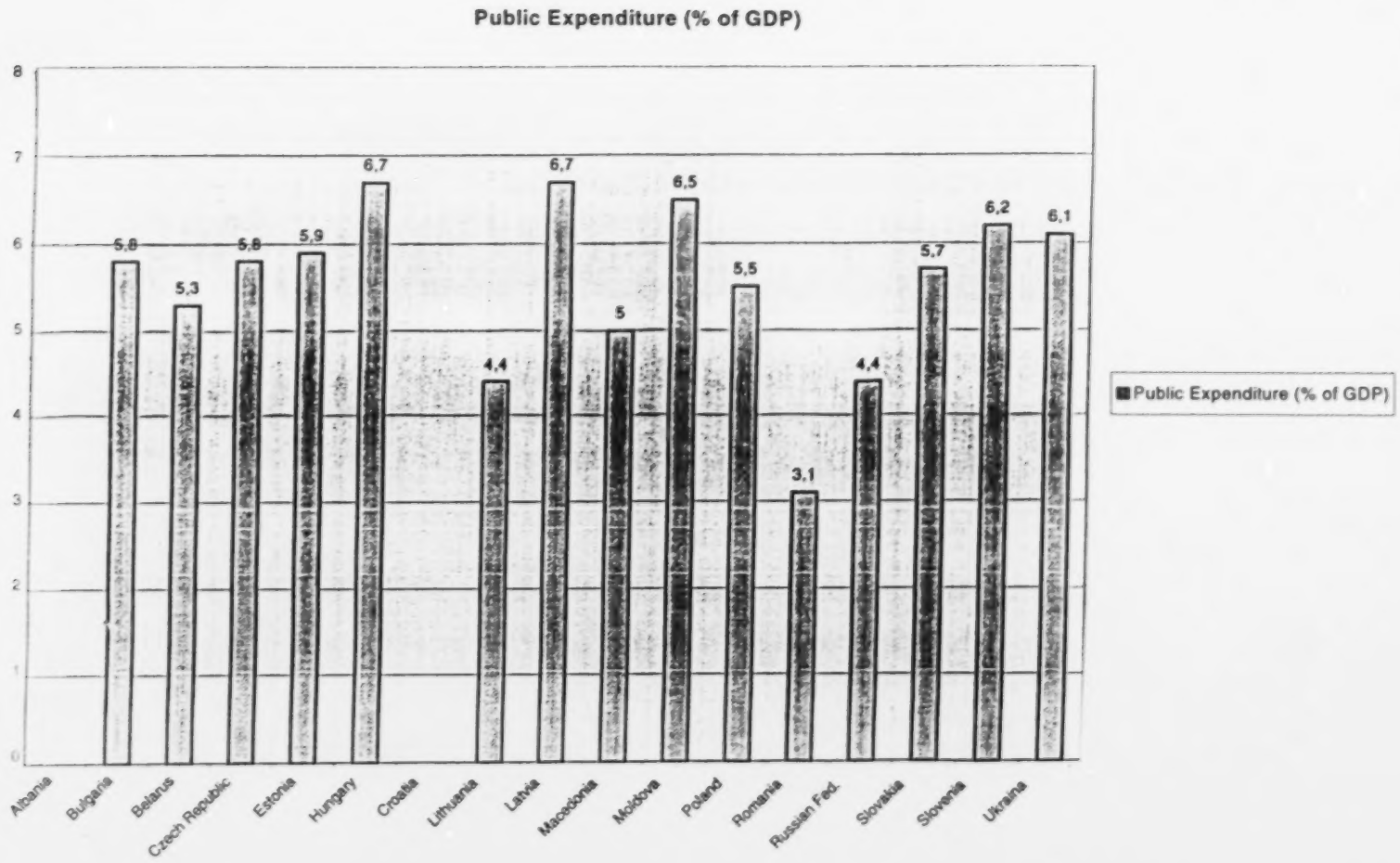
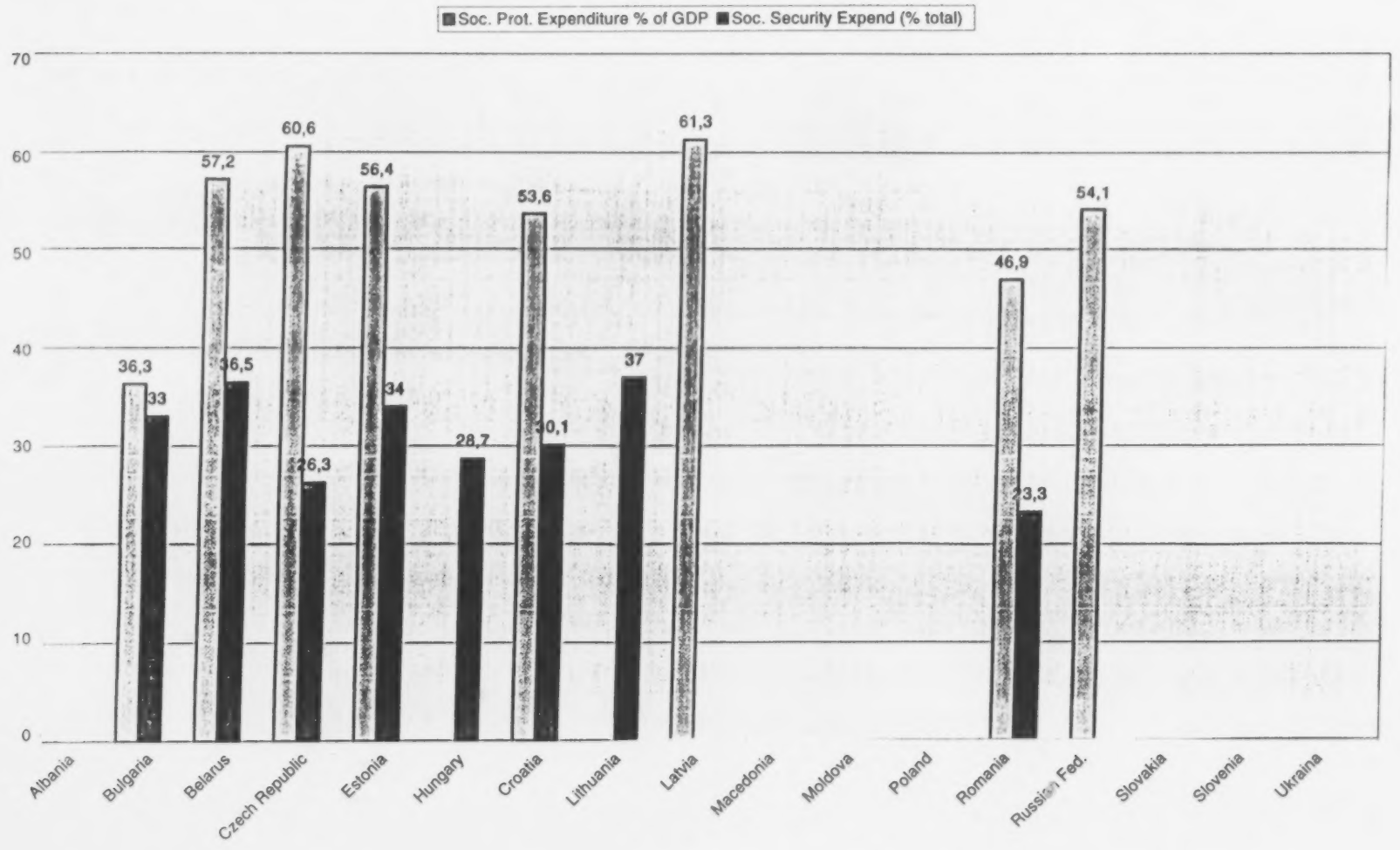

Income Distribution
Lowest 20%
Highest 10%
45
40
35
30
25
20
15
10
5
0
24,7
19,4
23,5
31,3
22,6
28
22,1
25,8
22,1
20,2
38,7
16,2
23,6
20,8
Albania
Bulgaria
Belarus
Czech Republic
Estonia
Hungary
Croatia
Lithuania
Latvia
Macedonia
Moldova
Poland
Romania
Russian Fed.
Slovakia
Slovenia
Ukraina

Education


Primary Education Enrolement %
Secondary Education Enrolement %
Higher Education Enrolement %
80
70
60
50
40
30
20
10
0
70,8
59,6
55
62,3
60,3
60,4
53,8
59
71,9
50,7
65
63,1
61,1
59,8
52,2
26,4
25,8
14,6
35,
29,
44,8
45,9
31,7
28,3
34,
31,
38,
20,6
26,4
30,
31,
50,2
32,
28,
1,4
1,5
Albania
Bulgaria
Belarus
Czech Republic
Estonia
Hungary
Croatia
Lithuania
Latvia
Macedonia
Moldova
Poland
Romania
Russian Fed.
Slovakia
Slovenia
Ukraina


Public Expenditure (% of GDP)
8
7
6
5
4
3
2
1
0
5,8
5,3
5,8
5,9
6,7
4,4
6,7
5
6,5
5,5
3,1
4,4
5,7
6,2
6,1
Albania
Bulgaria
Belarus
Czech Republic
Estonia
Hungary
Croatia
Lithuania
Latvia
Macedonia
Moldova
Poland
Romania
Russian Fed.
Slovakia
Slovenia
Ukraina
Public Expenditure (% of GDP)

Social Protection



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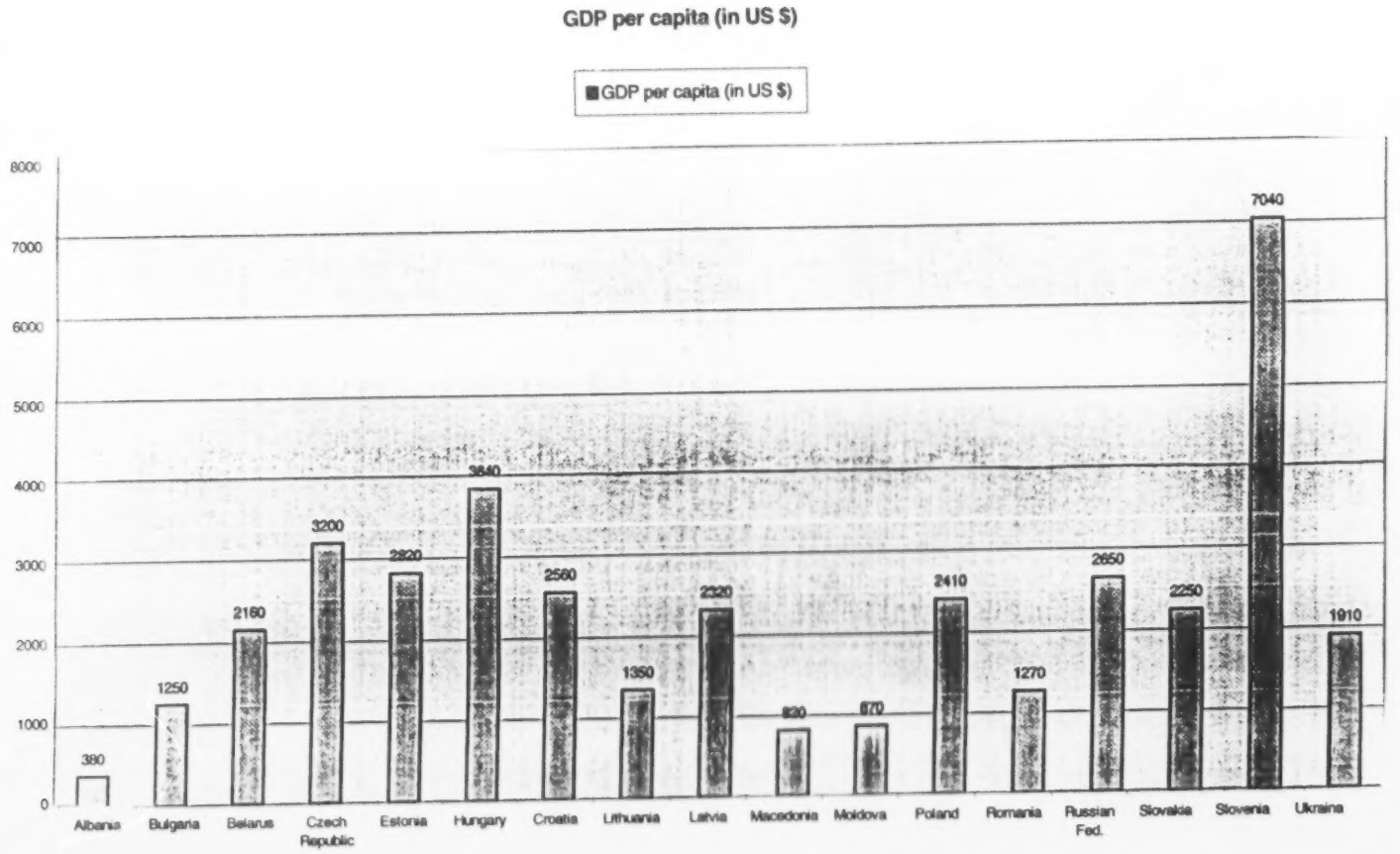

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